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ABSTRACT

What the Menominee Indian parents and their friends think are the problems with American Indian education in Shawano Joint School District No. 8, Minnesota, is treated in this document, in which, the authors state, the brief text is to be followed by extensive appendixes carefully constructed to provide scarce and relevant materials documenting the generalizations made in the text. The text includes the Menominee Educational Bill of Rights and a summary describing the consolidation of the Shawano School District, the stable school board membership, the school district conditions, the school administrators, the financial situation, a Title III Elementary and Secondary Education Act project, a statement of need, and the Menominee Indian student test performance characteristics. The summary describes generally the educational background conditions pertinent to understanding the problems of Menominee Indian education. The appendixes include a document on the "Operations of Office of Education (Conflict of Interest--Proposed Grant for Computerized Classroom)"; an article, "Cultural Absorption Threatens Tribe"; further test performance data on Menominee Indian children; and newspaper clippings dating from the summer of 1966 to July 20, 1970. (FF)

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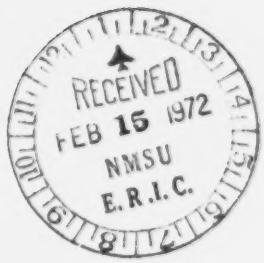
THE FORMAL EDUCATION OF MENOMINEE INDIAN CHILDREN: RECENT EDUCATIONAL BACKGROUND CONDITIONS



by

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Minneapolis, Minnesota

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Text & Selected Document Presentations

In the recent past the Training Center for Community Programs at the University of Minnesota released its first volume on Contemporary Menominee Indians rising from its commitments to the National Study of American Indian Education. This volume was concerned with social and related background factors in Menominee County (Harkins, Arthur M, I. Karon Sherarts and Richard G. Woods, The Formal Education of Menominee Indian Children: Socio-cultural and Socio--Economic Background Factors, July, 1970). This particular report is concerned with recent educational background conditions of importance to field work in Menominee schools.

While the text of this document will be comparatively brief, the Appendices have been carefully constructed so as to insure the reader that generalizations contained in the text may be further studied through the provision of scarce and relevant materials. For this reason, the Appendices are extensive and of utmost importance to the full understanding of the Menominee County Indian education picture up to July, 1970. In April, 1970 the Menominee County Parents and Students Committee for Better Education released a document which had profound effects in many Indian and non-Indian quarters in and around Menominee County. The document spoke directly to alleged problems with Indian education in Joint District No. 8, and offered specific suggestions for solution in an "Education Bill of Rights". This document is reproduced on the next few pages as an introduction to the seriousness with which many Menominee parents and their friends take the education of Indian children in Joint District No. 8. After this introduction, additional sections of the text and the Appendices will treat other educational background conditions pertinent to understanding the essential features of Menominee Indian education at the turn of the decade.

STATEMENT OF PURPOSE

Recognizing that the education of our youth is one of the primary concerns of our community, and that the community delegates its power to an elected school board; Let it be known that in accordance with our Constitutional Rights the community reserves the right to withhold its sanction of policies that it feels are unfair, discriminatory, or not in the best interests of its youth.

Resolution

WHEREAS, the Indian people have for ages been free, democratic and happy people by nature and have been "learned" in the true sense of the word, there comes a time when these same free spirits must call for dramatic changes in a school system that stands in the way of their education.

WHEREAS, the present system neither enhances the Indian's self-concept nor prepares him for the real world in which he seeks to be an Indian while making a living in the predominant white middle-class society, and

WHEREAS, the present educational system is so structured as to prevent the local Indian community from being an integral and vocal part of the education of our youth.

BE IT RESOLVED that the citizens exercise their constitutional rights in establishing standards and policies to be administered by the school system.

BE IT FURTHER RESOLVED that the school system cease asking what is wrong with the Indians because of their lack of achievement and begin to ask themselves, "What is wrong with us that we are unable to meet the needs of Indian youth?"

EDUCATIONAL BILL OF RIGHTS

1. The right to expect and receive from all school administrators and staff the empathy and rapport necessary to enhance the dignity of the person.

2. The right to actively participate in all educational opportunities offered in the School District which includes academic subjects, vocational training, Fine Arts, athletics and school clubs.

3. The right of the student with the consent of his parent to attend the school of his choice within Shawano or Gresham.

4. The right of each student to be provided with counseling and guidance conferences whenever social or academic problems manifest themselves.

5. The right of each student to receive, without exception, his report card at the regular time of distribution.

6. The right of each student to compete for all available scholarships with the assistance of the school counselors.

7. All school rules will be reviewed by a Students-Parents Advisory Committee with appropriate recommendations. There will be an annual review of all the school rules.

8. The right of the student to participate in school-sponsored intramurals programs.

9. In concurrence with the student population ratio, three members will be elected to the School Board of Joint School District #8 by the people of Menominee County.

10. In grades One (1) through Five (5), in Menominee County the maximum class load will be no more than 25 students.

11. In Pre-kindergarten and Kindergarten classes in Menominee County, the maximum class load will be no more than 20 students.

12. Senior High School administration will offer one semester elective course in History of the American Indian, and that this material will also be emphasized in the elementary and Junior High social studies courses.

13. All potential teachers for Public Schools in Menominee County will be interviewed by a parent selection committee who will make their recommendation to the School Board.

14. Only degreed teachers will be hired by the School District for the Public schools in Menominee County. Any exceptions must be approved by the parent selection committee.

15. The assignment of intern teachers be continued and expanded inasmuch as they contribute new ideas and teaching techniques, and that their internship will be in accordance with the guidelines established by teacher training institutions.

16. No student will be suspended unless his presence would endanger safety and well being of other students or school personnel.

17. The School District establish an on-going in-service Sensitivity Training Program for all administrators and teachers in the School District.

18. Evening hours will be made available for Parent-Teacher conference in all grades.

19. An Advisory Committee shall be established to review and recommend existing and proposed Federal and/or State School Programs dealing with money and/or personnel.

Menominee County Parents and Students
Committee for Better Education
(April, 1969)

This statement of alleged fact and recommended action by concerned Menominee parents and children is part of a large and growing ferment over the condition of Menominee Indian education at the time of this writing. We will return to many of the features of this document later.

Joint District No. 8 Background Factors

In a field study conducted by Mr. John Tomasich Jr. in the spring of 1966,[1] the author summarized the major features of Joint District No. 8 as an aspect of his study. With Mr. Tomasich's permission, the next several pages reproduce his conclusions about the significant features of Joint District No. 8:[2]

SUMMARY

Joint School District No. 8, became consolidated on July 1, 1950, by combining 31 independent school districts, some of which operated high schools, others elementary schools, and some districts which did not operate a school.

All of Menominee County and parts of the towns of Washington were attached to the school district at a later date.

Prior to the formulation of the boundaries of Joint School District No. 8, many meetings were held and the ground work for consolidation was developed and set into motion. From the onset Joint School District No. 8 operated as a joint venture between the townships, the city and the villages, and later Menominee County.

The district continued to attach near-by areas until its final attachment of an area which was part of Joint School District No. 1, the village of Cecil et al.

Throughout the years the school board remained fairly stable with many of the original members having long term tenure. Since July 1962, there has been a greater turn over in the membership of the Board due to deaths, resignations, and elections. However, the basic concept of the Board and its relationship to the schools, and the total educational process and staff of the school has remained constant.

The Board has been conservative in nature, yet aggressive wherever new programs or innovations were proved to be effective for good education

The census for the school district has shown that the school district is growing in population but not at an accelerated pace. There was a large fluctuation of students in the 1961 school year due to the attachment of Menominee County. Prior to this time some of the Menominee students were attending school at Shawano, Suring, and Antigo. There are at the present time students in the Shawano schools with the exception of the children that are in licensed foster homes which are considered tuition students for state aid payment.

The enrollment of the parochial schools within the district also shows a steady increase until the 1962-63 school year when it begins to show a decrease. The decrease in parochial school children is primarily a decrease in the enrollment in the parochial schools in Menominee County.

The school district at the present time has 6 central buildings, 13 area schools and 6 rented rooms which they are operating. There are approximately 321 children that should be considered excess enrollment in publicly owned buildings, 13 area schools which are considered inadequate for present day educational requirements, and 6 rented rooms. This would leave the school district with a housing problem for 885 children.

There are 148 teaching staff members in the school district, 8 full-time administrators and approximately 44 non-certified personnel working in the district. The salaries for teachers compare favorably with schools in cities the size of Shawano. Historically, the teachers and Board of Education have enjoyed a good working relationship with regards to salary, fringe benefits and working conditions. Due to the cooperation that has been shown on the part of the Board of Education and the Shawano Education Association, it can be expected that this cooperation will continue in the future. The school district made every endeavor to hire degree teachers; however, with the 13 area schools being one room schools located in the country, it has been difficult to hire degree people, and, therefore, non-degree people have been hired. The quality of the non-degree people has been good to excellent and compares favorably with the quality of the degree teachers.

There are 8 full-time administrators in the district with most administrators relatively new to the positions within the district. This is due to retirements, resignations, and the creation of two new positions. It can be expected that the administrator staff now within the school district will accumulate years of experience in the school district and will solidify after the administrative positions are clearly established and defined.

Due to the many Federally sponsored programs, titles and duties of administrators must be considered fluid at the present time.

The equalized valuation of Joint School District No. 8 parallels with the rise of the municipalities which comprise Joint School District No. 8. The equalized valuation has not gained dramatically, instead, has been a consistent and well-established raise.

The school district at the present time has $414,216.00 in long term debt. All of the long term notes will have been paid in the 1967-68 school year, and the bonded indebtedness will have its last payment in the 1974-75 school year. Unless additional long term debt or bondedness is entered into, the long term outstanding debt will become a negligible factor in the near future.

In the last three school years, the district tax levy on equalized valuation has remained fairly constant. Prior to that time, the tax levy showed an orderly increase without hampering the educational program.

The cost per child on average daily membership figures has remained fairly constant since the 1962-63 school year. Total expenditures for the district have risen due to the increase in average daily membership within the school district. Due to a change in the accounting structure developed on a state level it was necessary to go back three years and re-define the operational accounts in order to compare the average cost per student on an average daily membership basis. The establishment of clearing accounts which are self-liquidating and defining the chart of accounts will give a clearer picture of the average cost per student in the future.

On June 15, 1969 Joint District No. 8 submitted a proposal to the United States government (USOE) for funds under Title III, of the Elementary and Secondary Education Act. The purpose of the project, in brief, was to "identify elements in the school programs preventing Indian children from achieving at the levels of non-Indian children; [to apply] this information [by developing] empathy with the Indian's way of life and his need to build a self-concept, so he will value his cultural heritage and acquire the skill to contribute to the total society." These goals were to be met by several basic techniques: through developing "teacher competence and diagnosis;" through "prescription and evaluation of individual learning;" and by developing ways of identifying and utilizing "the resources of the Indian community" to plan and operate the instructional program. The document contained, in its early pages, additional background material on School District No. 8 and alluded to certain problems in the receipt and conduct of a Federal grant for computer-assisted instruction of Menominee Indian children:

Historically, the American public schools have been operated to induct white children into a white middle-class society. Many successful techniques have been developed to achieve this end.

But there has been a growing awareness among Shawano Joint School District #8 personnel that these techniques help but few Indian children make an adjustment, usually traumatic, to Non-Indian society. Moreover, the techniques do not address the central predicament of the Menominee who, like other American Indians, is torn between two worlds.

Generations of living within the limitations imposed by the "reservation status" from which the Menominees emerged only a few years ago have deprived the Menominees of a commonality of experience with Non-Indians. Yet most instruction, especially language instruction, assumes this commonality.

On the other hand, generations of teacher training in a largely middle-class style of instruction have handicapped educators in their attempts to teach Indian children.

Therefore, this project is designed

(1) To identify those elements in the instructional situation (initially in the primary grades) which prevent Indian children from achieving the educational levels of Non-Indian children in the school district, then to devise instructional programs to close the gap in such skills as computation and language.

(2) To devise and implement in-service training programs for teachers so they can (a) develop empathy with the Menominee's way of life and his need to build a self concept which allows him to value his unique cultural heritage while acquiring the skills to contribute to the total society, and (b) develop competence in diagnosis, prescription, and evaluation of individual learning.

(3) To develop both formal and informal means of identifying and utilizing the abundant natural resources of the Indian community in the planning and operation of the instructional program.

STATEMENT OF NEED

Joint School District #8 is responsible for the public schools in most of Shawano County and all of Menominee County. Menominee County is the former

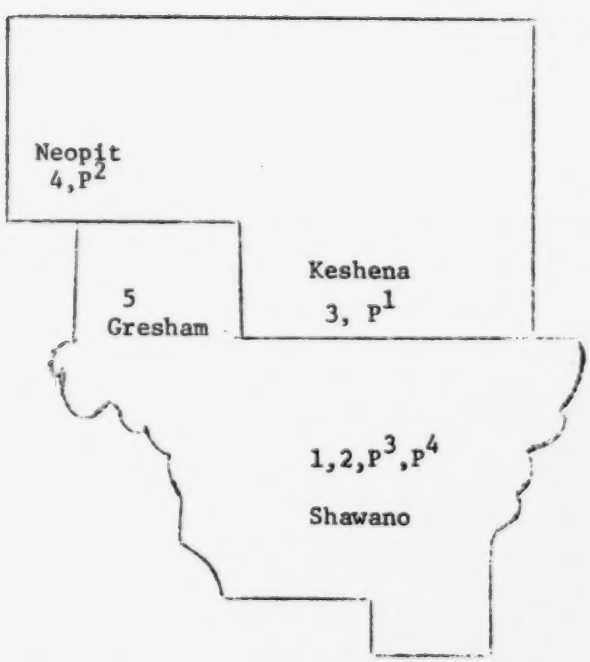
Menominee Indian Reservation which was terminated from Federal control in 1961. The total area of the school district is approximately 570 square miles, representing one of the larger districts in terms of area within the state. The 1960 census shows the population of Shawano County as 32,006 and that of Menominee County as 2,345. At the time of termination, 54 percent of the population of Menominee County was under 18 years of age. The school census for the district indicates a population of 5,688 for ages birth through twenty.

There are seven public schools operating within the district. Five of these enroll boys and girls in the elementary grades. These five schools are the Lincoln and Olga Brenner Schools in the community of Shawano, the Gresham School located 12 miles northwest of Shawano, and the Keshena and Neopit Schools located in Menominee County. In addition to these public schools, four elementary parochial schools operate within the boundaries of the district. Two of these operate in the community of Shawano and two in Menominee County, one in Keshena and the other in Neopit. The staffing, enrollment, location, and grades served are shown in Figure 1.

Within the boundaries of Joint School District #8, there are numerous small lakes, a fairly large one -- Shawano Lake, the historic Wolf River -- one of the last remaining "wild river areas" of the United States, and some 220,000 acres of forest. These natural resources make this area a popular vacation land for tourists interested in such recreational pursuits as fishing, swimming, boating, horseback riding, and camping.

FIGURE 1

PUBLIC AND PAROCHIAL SCHOOLS
JOINT SCHOOL DISTRICT #8



SCHOOL	# TEACHERS	GRADES	ENROLLMENT
1. Lincoln	12	K-5	415
2. Brener	18	K-5	515
3. Keshena	6	P-5	221
4. Neopit	5	P-5	182
5. Gresham	8*	K-12	248
P^1 St. Joseph	5	1-6	141
P^2 St. Anthony	5	1-6	140
P^3 St. James	16	1-8	476
P^4 Sacred Heart		1-8	277

Two newspapers are published within the district: the Shawano Evening Leader, a daily, serving the community of Shawano and the surrounding area, and Menominee Prints, a bi-weekly, published as a part of the Community Action Program in Menominee County and circulated in the county as well as other Indian areas across the United States. One radio station broadcasts daily from Shawano, but it has no national network affiliation. TV programming from all the major networks is available from four TV stations serving this part of the state. Cultural advantages of more urban areas are available from the cities of Green Bay, located approximately 30 miles to the East, and Appleton, 60 miles Southwest.

On April 30, 1961, the Menominee Indian Tribe became a pioneer in a new field of Federal legislation affecting American Indians. It became the first tribe for which termination legislation was enacted. The Menominee Indian Reservation became Menominee County and the responsible agency for educating its youth became Jt. School District #8. Since 1961, within Jt. School District #8, there has been an increasing drop-out rate at the senior high school level, an upsurge in absenteeism at all levels, and an apparent downward trend of achievement levels at the elementary school. This indicated to the personnel of Jt. School District #8 that the district was not meeting the needs of its recently acquired students.

Beginning with the 1964-65 school year, Jt. School District #8 changed its academic achievement tests which essentially were hand scored and cumbersome to tests which could be machine scored and produce data which would allow a more comprehensive comparison of scores of individuals and groups. Initially the Iowa Test of Basic Skills were instituted in the third, fourth, and sixth grades. They were later replaced by the Stanford Achievement Battery which provided information at all grade levels, one through six. The testing pattern and the phasing process are summarized in Figure 2.

FIGURE 2

ACHIEVEMENT TESTING PATTERN
JT. SCHOOL DISTRICT #8

YEAR	GRADE	TEST
1964-65	3-4-5-6	Iowa Test of Basic Skills
1965-66	3-4-5-6	Iowa Test of Basic Skills
1966-67	1-2	Stanford Achievement Test
	3-4-5-6	Iowa Test of Basic Skills
1967-68	1-2-3-6	Stanford Achievement Test
	4-5	Iowa Test of Basic Skills
1968-69	1-2-3-4-5	Stanford Achievement Test
	6-7-8-9	Stanford Achievement Test
1969-70 on	1-8	Stanford Achievement Test

As various comparisons were made, using the data gathered from these achievement measures, it became evident that children from Menominee County, as they progressed through the primary grades, fell increasingly behind district and national norms as shown in Figures 3 through 11. The data further suggested that the identified problems were not insurmountable. They seemed to indicate that the necessary steps could be taken to place these Indian children on a par with other children in the district.

The Superintendent of Schools, Mr. Arnold Gruber, responding to the learning difficulties which were becoming apparent in the schools of Menominee County, solicited and obtained a grant from the United States Office of Education "to develop fully detailed plans covering the organizational design and operating procedures for a computer-assisted teaching system, whereby basic concepts and skills in primary grade communications, arts, and mathematics can be taught on an individual, self-paced basis." The four objectives listed were: (a) development of new curricula in primary grade language-arts and mathematics, optimally suited to concept-systems peculiar to Menominee and non-Indian cultures, respectively; (b) development of effective presentation-strategies for individual lessons in each of the two subjects; (c) development of professional level CAI programs and program series in each of the two subjects and testing their appropriateness and effectiveness with both Menominee and non-Indian pupils, and (d) development of appropriate evaluation instruments and strategies for identifying and interpreting any behavioral changes in participating pupils relative to their accommodation to classroom conventions. A subcontract was entered into by Shawano Jt. District #8 with the University of Wisconsin - Green Bay to accomplish this task.

Initial consultation between the administration of Jt. School District #8, personnel of the University of Wisconsin - Green Bay, personnel of the Wisconsin Department of Public Instruction, and the U.S. Office of Education revealed inadequate conceptualization of the basic learning difficulties in the grant award document, and hence an inherent weakness in the proposal. It was agreed, however, that the basic purpose of the grant was and should remain the improvement of learning among the primary grade pupils in the Menominee County Public Schools.

Steps were taken at this point to construct a design which would make possible the (1) identification of the learning needs in the various elementary schools of Jt. School District #8 with special emphasis upon the problems in the public schools of Menominee County; (2) assessment of the relative importance of these needs into priority groupings, and (3) identification of possible remedies or procedures for maximizing learning in the primary grades of Menominee County Public Schools.

As a result of these consultations (The United States Office of Education, The Wisconsin State Department of Public Instruction, Shawano Jt. School District #8, and The University of Wisconsin - Green Bay), the focus of the grant propo-

sal changed from implementing existing technology-based programs to identifying learning needs in Jt. District #8 primary grades, and on the basis of this evidence, deciding which instructional procedures should be developed or implemented. The central concept in the grant proposal, that of providing learning situations specific to the needs of the individual, was not changed. It was brought to the fore by removing the assumption that computer-assisted instruction would provide the necessary answers to unspecified needs.[3]

The computer-assisted instruction project for Menominee Indian children to which the Title III application document refers created a large-scale stir among many Indian and non-Indian Americans interested in Menominee education. Appendix No. 1 contains a full report of the investigation by the House of Representatives entitled "Operations of Office of Education (Conflict of Interest--Proposed Grant for Computerized Classroom)". Prior to the completion of this House document, however, the New Republic printed an article in its June 17, 1967 issue entitled "Fifteen Little Indians". This article summarized the situation as follows:

> The one substandard reason for financing this project is the government's interest in building up the education industry; in this instance, picking up Westinghouse's development cost so it can compete with other companies like IBM, which the U.S. also finances.

The New Republic article went on to describe the background conditions of Menominee education (to its own satisfaction) and to suggest what should be done with the application for Federal funds in this case:

> The Menominee Indians are a depressed lot. Their reservation was closed down in 1961 as part of another experiment. The Government wanted to end the "Indian problem" by pushing Indians off the reservation and into the mainstream of American life. As a result, the once prosperous Menominee lumber company is close to bankruptcy. For several years the Indians have begged the Government for $5 million dollars in funds to modernize the lumber mill, but without success. The Government should improve education among the Menominee Indians. As part of improvement, computers can be of some use. But first the Indians ought to have equal representation on the Shawano school board, if not a school board for their own county; then they should have better teachers and facilities, and, along with these reforms, real economic development.

> It would be a mistake for the Government to give Westinghouse $2 million under the guise of assisting Indians (or for that matter, under the guise of aiding research), when the real purpose is something quite different--enhancing competition among large corperations anxious to get a foothold--at public expense--in the new business of electronic education.

At the time of this writing, it was stated by several persons familiar with the Menominee County Indian education picture that the Title III application submitted by Joint School District No. 8 was allowed as a face-saving move by the USOE and the Wisconsin Department of Public Construction, and as a means of placating those Indians and non-Indians in the State who were expecting Federal assistance of some kind for Menominee Indian education. This particular incident, together with others that will be related in this report, apparently helped to create the social climate which produced, among other things, the forceful statement of concern produced by Menominee Indian parents and children.

In addition to educational background factors, of course, Menominee County is beset by many problems of a bewildering variety in 1970. Recently, Mr. Ron Legro of the editorial staff of the University of Wisconsin Daily Cardinal wrote a perceptive article outlining many of the problems which beset Menominee County (see Appendix 2). For those who have not read the first Training Center for Community Programs report concerned with social economic background factors at Menominee County, this article should provide useful information.

In 1969 Joint School District No. 8 submitted a Title I proposal under ESEA. Appendices to that proposal provided useful background materials on the Menominee Indian children enrolled in the schools of importance to the Training Center for Community Programs research to be conducted under the auspices of the National Study of American Indian Education. The next several pages show school enrollments in May, 1969 for both Indian and non-Indian students.

SCHOOL-KESHENA PUBLIC

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school	32									20		6
Kindergarten	46	7				2				29		2
1	27	6	3	2	2		7		3	5	4	2
2	33	4	9	8	5		9		2	7	3	2
3	28		5	8	5	1				5		2
4	31	3	15	15	8	5	2			10	1	
5	23	1	10	16	4		3		1	3		
6	21	1	13	14	3	6	5			4	1	
TOTAL	256	22	55	63	27	14	26		6	84	9	17
Special Ed.	15									1		3

SCHOOL-NEOPIT PUBLIC

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school	29									8		1
Kindergarten	41	8			8	2	9	4	3	10		9
1	32		12	12	3	5	1			13	11	
2	25	8	9	14						6		5
3	22	3	11	5	4	10	3		2	6		
4	26	5	7	9	5	4	2		2		3	
5	10		4	5	2		2	1			1	
6	18	6	6	7	4	1	1			3	7	1
TOTAL	203	30	49	52	26	22	18	5	7	46	22	16

SCHOOL ST. JOSEPH'S - KESHENA

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
1	15		8	8						6	4	
2	21	4	12	12		2	2			14	7	
3	21	1	15	15						9	7	
4	22	3	7	8		1		2		7	7	
5	29	5	13	15		6				11	19	
6	17	1	13	14		1				9	6	
7	16	2	8	10						7	3	
8	15	4	7	7		5				6	4	
TOTAL	156	20	83	89		15	2	2		69	57	

SCHOOL ST. ANTHONY'S - NEOPIT

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
1	14	1	1	1			1	1		1	1	
2	18	1	1	1						3		
3	15	1	6	5					5	1	1	
4	14	3	6	9	2		1				2	
5	26	6	12	15	2		4	2	3	2	2	
6	17	1	13	13	2				2	5	4	
7	19	6	14	13	5					4	5	
8	20	10	12	12	5		1	1	2	2	5	5
TOTAL	143	29	65	69	16		7	4	12	18	20	5

SCHOOL ST. JAMES LUTHERAN

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Kindergarten	53									6		
1	42		5	3						1	1	
2	58	1	5	1		4	2		2	2		
3	51		1				2	1	2	7	1	
4	34		2	1								
5	43		6	5						2	1	
6	46		2	9						5		
7	52	5	10	9	2	6	1	1	2	7	3	
8	52	1	8	9					3	7		
TOTAL	431	7	39	37	2	10	5	2	9	37	6	

SCHOOL SACRED HEART

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
1	43	3	3	2							1	
2	48											
3	36	3	1	1		1	1	1	1		1	1
4	47											
5	30	2	1	1								
6	47											
8	36	2	2	1					1			1
TOTAL	286	10	7	5		1	1	1	2		2	2

SCHOOL LINCOLN ELEMENTARY

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Kindergarten	119	6	4	4		3	4		1	11	7	7
1	103	5	7	2	1	3	5	1	6	3	2	13
2	107	3	9	8	8	4	6	1	7	8	6	15
3	51	1	14	11	1	7	1		3	6	1	1
4	105	5	23	20	5	3	7	1	7	5	4	10
5	123	1	25	20	1	6	3		2	4	2	
6	119	9	32	36	14		8		4	14	6	6
TOTAL	727	30	114	101	30	26	34	3	30	51	28	42

SCHOOL SHAWANO JR. HIGH

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
7	181	12	71	45	27	16	17	2	4	19	18	19
8	183	9	67	62	21	9	21	1	11	20	11	28
9	270	23	76	50	23	18	18	4	7	40	16	47
TOTAL	634	44	214	157	71	43	56	7	22	79	45	94

SCHOOL SHAWANO SR. HIGH

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
10	301	11	26	15	22	15				57		
11	238	5	29	34	24	18				45		
12	233	13	20	15	31	14				50		
TOTAL	772	29	75	64	77	47				152		

SCHOOL ONE ROOM AREA SCHOOLS

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
1	30		3	3		2			2			1
2	34		3	3	1	3				1		1
3	64		1	2		2	2		1	3	5	8
4	31		4	5		2			1	1	1	
5	38		1	3		1	1		1	3	1	
6	11		3	2								1
TOTAL	208		15	18	1	10	3		5	8	7	11

SCHOOL GRESHAM

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Kindergarten	43	2								13	5	1
1	32	1	1	8	3	4	2		1	4	3	4
2	30	1							1		2	
3	43	1	3	3	2		3		1	1	2	2
4	36	1	6	5	1	1	1			3	2	1
5	31		6	4	2	5	4	1	4	2	6	3
6	28	2	4	6	1	2	1		3	3	3	1
7	41	3	12	9	3	3	4	3		4	6	2
8	43	3	12	12	8	7	6	3	3	9	9	
9	42	2	13	11	9	7	8	3		8	9	
10	25	1	5	4	4	3	4	1		3	4	
11	33	3	11	5	3	1				3	4	
12												
TOTALS												
K-6	243	8	20	26	9	12	11	1	10	26	23	12
7-9	126	8	37	32	20	17	18	9	3	21	24	2
10-11	58	4	16	9	7	4	4	1		6	8	
TOTAL K.-11	427	20	73	67	36	33	33	11	13	53	55	14

Menominee Indian Student Test Performance Characteristics

As an aspect of the Title I proposal, Joint School District No. 8 prepared tables for the early grades which allowed comparison of Indian student performance from one school to the next on the Stanford Achievement Test (SAT). The next several pages of this background report reproduce these comparative figures, together with the brief analysis provided by those who compiled the Title I proposal:

APPENDIX B

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TABLE I

GRADE 1 - Q3

	Word Mean	Par. Mean	Voc.	Sp.	Word St.	Arith.	N.
SYSTEM	1.94	1.81	2.43	2.27	2.57	2.11	262
St. Anthony	1.61	1.70	1.89	1.72	1.92	1.57	13
St. Joseph	1.31	1.62	1.69	1.30	1.45	1.55	18
Neopit Public	1.64	1.63	2.10	1.62	1.88	1.88	32
Keshena Public	1.43	1.64	2.37	1.82	2.42	2.14	25
Area	2.01	1.95	3.00	2.06	2.35	2.35	38
Gresham	2.12	2.03	2.11	2.12	2.25	2.04	34
Lincoln	2.14	2.01	2.58	2.65	3.32	2.27	102
GRADE 1 - Q2							
SYSTEM	1.59	1.60	1.87	1.59	1.85	1.82	262
St. Anthony	1.41	1.58	1.57	1.49	1.59	1.31	13
St. Joseph	1.19	1.49	1.53	1.18	1.25	1.31	18
Neopit Public	1.43	1.47	1.71	1.41	1.51	1.62	32
Keshena Public	1.24	1.53	1.84	1.53	1.97	1.89	25
Area	1.73	1.71	2.40	1.67	1.73	1.90	38
Gresham	1.71	1.65	1.67	1.72	1.71	1.70	34
Lincoln	1.78	1.66	2.13	2.24	2.37	1.99	102
GRADE 1 - Q1							
SYSTEM	1.35	1.44	1.51	1.37	1.46	1.31	262
St. Anthony	1.18	1.47	1.35	1.23	1.26	1.13	13
St. Joseph	1.07	1.36	1.37	1.06	1.10	1.13	18
Neopit Public	1.19	1.27	1.39	1.18	1.21	1.42	32
Keshena Public	1.09	1.42	1.55	1.25	1.60	1.60	25
Area	1.50	1.51	1.71	1.35	1.51	1.57	38
Gresham	1.53	1.48	1.46	1.48	1.43	1.49	34
Lincoln	1.49	1.47	1.60	1.65	1.78	1.76	102
GRADE 1 - MEAN							
SYSTEM	1.68	1.68	2.05	1.83	2.11	1.85	262
St. Anthony	1.46	1.61	1.69	1.51	1.64	1.37	13
St. Joseph	1.16	1.41	1.54	1.13	1.30	1.32	18
Neopit Public	1.43	1.43	1.75	1.40	1.58	1.69	32
Keshena Public	1.23	1.48	2.95	1.62	2.00	1.91	26
Area	1.77	1.71	2.46	1.68	1.89	2.02	38
Gresham	2.91	1.87	1.82	1.87	1.99	1.77	34
Lincoln	1.86	1.80	2.21	2.19	2.62	2.02	102

In looking at the statistical data presented herein, it can readily be seen that the four schools in Menominee County (St. Anthony, St. Joseph, Neopit, and Keshena) fall below the grade placement system mean in every quartile as well as the overall mean of the test results. The test used was the Stanford Achievement Test. The results of the four above-mentioned schools also fall below the other schools in the District.

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TABLE II

GRADE 2 - Q3

	Word Mean	Par. M.	Sci & SS	Sp.	Word St.	Lang.	Arc.	Arcon.	N.
SYSTEM	3.25	3.34	3.67	3.48	4.38	3.60	3.15	3.21	267
St. Anthony	2.67	2.73	2.70	2.93	3.41	3.09	3.00	2.89	18
St. Joseph	2.17	2.49	2.63	2.51	2.71	2.73	2.17	2.43	18
Neopit Public	2.10	2.14	2.42	2.61	1.82	2.37	2.51	2.42	25
Keshena Public	2.55	2.44	2.75	2.87	3.05	2.70	2.85	2.89	32
Area	3.01	3.27	4.13	3.03	3.42	3.25	3.13	2.92	37
Gresham	3.79	3.51	4.45	3.81	4.75	4.21	3.69	4.00	30
Lincoln	3.61	3.97	3.86	3.96	5.85	4.43	3.15	3.73	105

GRADE 2 - Q@

SYSTEM	2.59	2.58	2.70	2.71	2.83	2.78	2.75	2.68	267
St. Anthony	2.19	2.24	2.31	2.48	2.86	2.79	2.77	2.68	18
St. Joseph	1.92	2.12	2.26	1.93	2.19	2.37	1.98	2.15	18
Neopit Public	1.85	1.89	1.91	2.09	1.61	2.03	1.79	2.07	25
Keshena Public	1.92	2.15	2.15	2.28	2.43	2.40	2.67	2.66	32
Area	2.13	2.52	2.51	2.46	2.51	2.63	2.62	2.59	37
Gresham	3.26	3.01	3.35	3.35	3.51	3.46	3.51	3.46	30
Lincoln	3.04	3.19	2.85	3.23	4.30	3.33	2.85	2.85	105

GRADE 2 - Q1

SYSTEM	1.92	2.03	2.06	2.16	2.12	2.28	2.11	2.21	267
St. Anthony	1.90	1.91	1.95	2.18	2.58	2.40	2.57	2.35	18
St. Joseph	1.64	1.88	1.72	1.55	1.85	2.01	1.81	1.70	18
Neopit Public	1.57	1.58	1.55	1.81	1.45	1.82	1.35	1.75	25
Keshena Public	1.57	1.79	1.69	1.69	1.95	1.91	2.15	2.35	32
Area	1.91	2.11	2.65	2.23	2.00	2.34	2.04	2.08	37
Gresham	2.91	2.66	2.78	2.97	2.65	3.03	3.31	2.69	30
Lincoln	2.35	2.40	2.27	2.44	2.71	2.45	2.60	2.41	105

GRADE 2 - MEAN

SYSTEM	2.66	2.79	2.91	2.85	3.38	3.03	2.66	2.80	267
St. Anthony	2.36	2.43	2.46	2.61	2.96	2.66	2.72	2.61	18
St. Joseph	1.98	2.27	2.16	2.13	2.51	2.34	1.95	2.09	18
Neopit Public	1.90	1.92	2.02	2.12	1.78	2.12	1.92	2.12	25
Keshena Public	2.07	2.17	2.27	2.37	2.58	2.31	2.56	2.69	32
Area	2.49	2.74	3.54	2.52	2.84	2.93	2.62	2.63	37
Gresham	3.33	3.11	3.66	3.45	3.78	3.68	3.47	3.47	30
Lincoln	3.08	3.27	3.09	3.25	4.33	3.52	3.72	3.02	105

Appendix 3 of this report contains further information on the characteristics of Menominee Indian children in the various schools of Joint School District No. 8. We have chosen to include this material in the report for the interested observer, since it adds a small amount of socially-focused data as well as additional achievement score anaylsis to the background material. Since the compilers of the data included in Appendix 3 did not choose to analyze it within the context of the Title I application, however, we present these data without comment.

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TABLE III

	Word Mean	Par. M.	Sci & SS	Sp.	Word St.	Lang.	Arc.	Arcon.	N.
GRADE 2 - Q3									
SYSTEM	4.21	4.46	5.27	4.73	6.10	5.11	6.73	6.87	260
St. Anthony	3.57	3.65	3.25	4.35	3.95	3.95	3.00	3.31	14
St. Joseph	2.83	2.95	2.95	2.85	2.15	2.83	3.15	3.05	20
Neopit Public	3.33	3.52	2.53	4.03	3.49	3.17	3.43	3.57	21
Keshena Public	3.63	4.01	4.55	3.95	3.95	4.95	4.31	4.68	18
Area	4.23	4.33	5.76	4.57	5.61	4.57	4.59	4.76	39
Gresham	4.49	4.32	5.37	4.67	6.16	5.25	5.30	5.41	43
Lincoln	4.64	5.40	5.66	5.11	7.00	6.00	4.84	5.69	103
GRADE 3 - Q2									
SYSTEM	3.38	3.65	3.93	3.84	4.15	4.04	3.91	4.07	268
St. Anthony	3.22	3.15	2.75	3.85	2.95	3.31	2.65	3.08	14
St. Joseph	2.55	2.61	2.55	2.38	1.70	2.55	2.68	2.55	20
Neopit Public	3.03	3.21	2.23	3.30	2.59	2.77	2.95	3.05	21
Keshena Public	3.21	3.28	3.08	3.61	3.65	3.75	3.65	3.75	28
Area	3.37	3.77	4.89	3.84	3.64	4.07	3.95	4.07	39
Gresham	3.70	3.72	3.93	4.15	5.46	4.63	4.79	4.40	43
Lincoln	3.83	4.35	4.91	4.30	5.29	4.73	4.31	4.46	103
GRADE 2 - Q1									
SYSTEM	2.89	3.02	2.74	3.01	2.65	2.99	3.08	2.92	268
St. Anthony	2.96	2.80	2.35	3.41	2.50	3.20	2.10	2.75	14
St. Joseph	1.91	2.23	2.21	2.05	1.48	2.26	2.01	2.21	20
Neopit Public	2.64	2.99	1.76	2.83	1.79	2.42	2.73	2.56	21
Keshena Public	2.80	2.75	2.55	2.75	2.28	2.75	3.03	2.81	28
Area	2.97	3.18	3.32	3.08	2.99	2.98	3.43	2.99	39
Gresham	3.09	3.21	3.06	3.41	4.09	3.32	4.21	3.96	43
Lincoln	3.23	3.45	3.56	3.33	3.37	3.73	3.76	3.47	103
GRADE 3 - MEAN									
SYSTEM	3.61	3.84	3.98	3.88	4.38	4.17	3.89	4.04	268
St. Anthony	3.27	3.19	2.78	3.07	3.45	3.65	2.55	3.16	14
St. Joseph	2.40	2.62	2.70	2.52	1.68	2.62	2.58	2.77	20
Neopit Public	3.03	3.26	2.29	3.42	2.94	2.90	3.10	3.10	21
Keshena Public	3.27	3.50	3.40	3.64	4.15	3.88	3.69	3.81	28
Area	3.57	3.77	4.64	3.67	4.16	3.94	3.90	3.95	39
Gresham	3.89	3.72	4.12	3.99	5.04	4.49	4.66	4.48	43
Lincoln	3.99	4.45	4.59	4.24	5.15	4.83	4.22	4.51	103

With strong Menominee parental and community interest in education providing a backdrop for the preparation of this report, the staff of the Training Center for Community Programs, with the cooperation of the Menominee Community Action Program, compiled a record of all available Menominee Prints articles on Indian education up to the end of July, 1969 (see Appendix 4). While containing little in the way of new educational material, these articles do reflect substantial interest in education on the part of Menominee children and adults. Another Training Center for Community Programs report on the education of Menominee Indians will place in an Appendix all additional Menominee Prints articles on education appearing up to the point of the next report.

Perhaps singular for its absence in the Menominee Prints articles on Indian education are significant references to the declaration made by the concerned Menominee parents and children. The commercial press, unlike Menominee Prints, devoted a great deal of space to Menominee Indian education controversy from the beginning of April, 1969 until the time at which this report was prepared. It was assumed that further articles and editorials concerning Menominee Indian education, particularly the computer education project, alleged racism in the schools, and parental concern over curriculum would continue.

An example of the type of coverage common to commercial press coverage of Menominee Indian education controversies is the following article, written by Mr. Pat O'Donahue of the Green Bay Press-Gazette:

> Parents of Indian students in the Shawano School district will meet tonight at Keshena to discuss alleged inequities in the system which discriminate against the Menominee students.
>
> The meeting will be held at 7:30 PM in the Keshena School. Problems of students in elementary and secondary schools will be discussed and an "Indian bill of rights" will be considered for adoption.

Spokesmen for the parents said tonight's meeting is the result of questioning by Roger Eck of Green Bay, family service supervisor of Wisconsin State Department of Health and Social Service, who became aware of some of the Indian's educational problems in discussions last week with Menominee County case workers.

Gilbert Sauer, director of social services in the county, contacted Clem Boehm of Madison, Title 1 supervisor of the Department of Public Instruction and it was decided to schedule the parents' meeting to discuss the problems.

Typical Questions. Some of the questions parents have asked include: how much money is being spent in federal funds in the county for schools and how it is being used. Parents have charged that the Shawano School District is using Menominee County disadvantaged to get funds, but the money is being shuffled off into Shawano programs.

"We want the exact use of the funds pinpointed" a spokesman said. "And how much it is."

There is also a question being raised on the type of disciplinary measures being taken, including mandatory suspension from school for certain offenses which tends to discriminate against the Menominee students.

Say Needs Not Met. Parents have said they feel the needs of the Indian are not being met in the system. They claim there is no vocational training or counselling at Gresham and once a student is committed to Gresham High School it is very difficult to transfer to the other high school at Shawano. Vocational training and counselling are available there.

"The system is set up to elicit a white, middle class response and Indians just don't respond," the spokesman said.

"The bill of rights we will consider relates directly to Indian children in this school system. We're making the school counselors be in a position of dealing with people instead of spending their time in administrative quicksand such as record keeping, study halls, etc."

Preamble Lists Aimes. A rough draft of the preamble to the proposed Indian bill of rights says:

"Recognizing that Indian people have for ages been free, respectful, democratic and happy people by nature, and have been learned in the true sense of the word, there comes a time when these same free spirits must call for dramatic changes in a school system that stands in the way of their education. The present system neither enhances the Indian's self concept or prepares him for the real world in which he seeks to be an Indian, while making a living in the predominant white, middle class society."

"The present educational system is so structured as to prevent the local Indian community from being an integral and vocal part of the education of our youth. In light of the current trend throughout the country to allow local communities to be represented in the school system, we deem it a right of the community to insist that the school system cease asking what is wrong with the Indian because of their lack of achievement and begin to ask themselves what is wrong with us that we are unable to meet the needs of Indian youth.

On April 10, 1969 the Green Bay Press-Gazette covered the concerned parents and children document with the headline "Menominee parents formally adopt Indian education 'bill of rights'". On Tuesday, April 22, 1969 this same newspaper, under the headline "Shawano Curriculum critized by Indians", released the following article (no identifiable reporter):

Shortcomings in the vocational curriculum of the Shawano School District are hampering Menominee Indian children, the executive board of the Menominee County Parents and Students Committee for Better Education was told Monday night.

And accompanying the complaints about vocational offerings were undetailed claims that there is discrimination against children attending schools in the system.

The meeting was called to examine the 19 points of an "education bill of rights" adopted by the committee two weeks ago.

According to Andre LeMay, committee chairman, the meeting was held to clarify the reason for each item in the bill.

Le May said that parents are often blamed for problems encountered in the system by their children.

"Children spend most of their time in school," he said, "and there is no excuse for blaming parents. We have young people in Wales and the Reformatory because schools haven't met their responsibility."

He noted that one girl told him she would rather go to the State School for Girls at Oregon than face the "white society" of the Shawano school system.

"I wonder how many other young people feel this way," he said.

Lynn Buss, counselor with the State Employment Service in Green Bay, said some Indian youths have told him they deliberately had themselves sent to the boys school at Wales because they could get vocational training there which was not available at Gresham High School.

"I have never seen a report card from the Gresham school," Buss said, noting that under the system policy students on detention may not receive a report card.

He said every Menominee student at Gresham is under detention for one reason or another.

Melvin Zahn, principal of Gresham High, today replied to Buss' statement by saying, "It is true detention time must be made up before the student can receive a report card.

"However, it is not true that all the Menominee students at Gresham are on detention.

"There are approximately 45 Menominee students in the high school and some are not on detention. I do not have the exact figure," he said.

Buss said that no counselor is available at Gresham and he called it a violation of the state rule requiring one counselor for every 400 students in a high school.

The committee, which has held three public meetings to date, is attempting to establish a means by which it can right what members claim are discriminatory practices of the Shawano School District.

Mrs. Clye Atwood, committee secretary, read a transcript of a meeting held in March 1965 which dealt with problems in the school district then.

"It's evident," LeMay said, "that what was happening then is happening today." He said the school administration promised in 1965 that the problems of discipline and education methods would be resolved, "but they are still here".

Pinpointing the emotional difficulties experienced by Indian students in the system, whether real or imaginary, one of the student representatives on the committee said she never felt she was part of the school.

"I never felt that it was my school or that I could fully participate. Sometimes I feel that I don't belong."

Another student asked, "What can you do when a teacher says he can't stand Indians and you have to sit in his class for a whole semester?" (The teacher was not identified).

Arnold Gruber, superintendent of schools, has not been contacted by the parents' group, and he said he would have no comment on their charges until he has received a report from them.

LeMay said the cooperation the Menominees are seeking from the Shawano School District in ironing out difficulties is the same kind of cooperation that Indians in Minnesota, Indiana, Michigan and other areas of Wisconsin are asking.

Delores Boyd suggested the committee avoid over-emphasizing the word "Indian" because other parents in the district in sympathy with the Menominee cause have the same problems and should be considered.

Robert Koller, Community Action Program counselor agreed, but pointed out that the 44 Menominee drop-outs last year indicate the problem is more pronounced among Indians than among white students.

LeMay noted that a petition in opposition to the "bill of rights" reportedly is being circulated in Menominee County and in Shawano.

Gil Sauer, county welfare director, said this could be a good sign.

"It's the opposition that focuses the efforts of a committee like this."

The executive board also said it will contact the Shawano school board concerning the employment of Mrs. Phyllis Gingold, a teacher in the Keshena and Neopit schools, whose contract was not renewed this year.

Finally, as if under some pressure to clarify matters and to provide a measure of historical continuity to the education controversies in Menominee County, an editorial writer for the Milwaukee Journal wrote the following piece on May 2, 1969:

Poor Indians. Shortcomings in the education of the American Indian, publicized through recent senate investigations, have been put in better context with testimony of the commissioner of Indian affairs, Robert La Follette Bennett.

Bennett, a Wisconsin Oneida by birth, noted that critics have tended to blame the bureau of Indian affairs (BIA) for all social, economic and political ills of the Indian people instead of seeing them as "cumulative results of a century of neglect, misunderstanding, prejudice and paternalism."

About two-thirds of the 150,000 Indian youths attend public schools: in Wisconsin, they all do. Most others attend boarding or day schools run by the BIA. Half drop out before high school and 60% never reach the eighth grade. Bennett said that behind these failures lie differences in culture and values, deficiencies in health, obstruction to language comprehension and inhibitions.

Living mostly in economically depressed areas, unemployment or partial employment runs 30 to 40% among Indians, Bennett testified. Employment income would "restore family pride."

Indian education has been attacked, even by Indians, as forcing the white man's way of life on the children -- using Dick and Jane textbooks for youngsters who had not

seen a friendly policeman or an electric gadget. Yet, recalled Bennett there was a "brief flowering" in the 1930s and 1940s. Primers were written in dual language, illustrated with Indian pictures and told Indian stories. Vocational education was related to the community's needs. Result: Emotional charges that the BIA was fostering "blanket Indians." The programs were ended.

If there is disagreement on the blame for today's Indian education situation, there should be a consensus on solutions: More funds to improve the number and quality of teachers, more programs for the emotionally and physically handicapped, better roads to take scattered children to school by bus, closer surveillance of Indian education in public schools and acceleration of the activities of the Council for Indian Opportunity, a policy making group of cabinet officers and Indian leaders.

The senate's Indian education subcommittee, which got embroiled in internal politics over a trip to Alaska, should right itself before it goes out of existence July 31 and make these constructive recommendations.

A new chapter in the Menominee Indian education turmoil began on May 6, 1969 when the Shawno Evening Leader reported that two petitions were received by the board of education of Joint District No. 8 at a special meeting held on May 5, 1969. James G. Frechette, identifyied as "Law and the Tribal Leader in Menominee County" spoke at a meeting in which he pointed out that the personnel of Joint School District No. 8 had made adequate and even outstanding attempts to accomodate Menominee Indian children. He added that many Menominee Indian children had excelled at their studies in Joint District No. 8. Frechette presented a petition containing over one hundred signatures beneath a narrative which read as follows, according to the Shawano Evening Leader article of May 6, 1969:

We, the undersigned, stockholders of Menominee Enterprises, Incorporated, Citizens and Taxpayers of Menominee County do not endorse the recent actions of those who saw fit to attack our Educational System by not channeling their complaints through proper means available to them.

We want it known that we believe in the right of peaceful assembly, of just criticism and movement to eliminate prejudism when and if it exists, but we do not agree in full with the "Eighteen Point Statement of Principles," adopted by a voice

vote of a certain citizens group at their meeting on April 9, 1969.

We also realized that the future of Menominee County in the future education of our children is at stake at this critical time and that the wide publicity that followed the inaugration of this so-called "civil rights" movement does not reflect the true picture and sentiment of the majority of the Menominee citizens and can result in great harm to the future of both. While we realize that we do have problems at present, it is our belief that we as citizens of Menominee County can negotiate with the existing School District System without what we consider outside interference.

We intend that this petition of our sentiment be channeled directly to the various authorities concerned with Menominee County.

Frechette also presented a second document, according to the Evening Leader article, in the form of an "open letter" to "everybody interested in Menominee County." The Evening Leader account of the "open letter" read as follows:

We the undersigned responsible and tax-paying citizens of Menominee County, Wisconsin, would like to express our views on the issue of our School System and the education of the Menominee County children. Most of us have one or more children in the educational system of Joint School District No. 8 Shawano-Menominee Counties.

1. WE DO NOT AGREE with the "18-point Statement of Principles" recently adopted by a so-called "citizens group" at a recent meeting.

2. We do NOT want to be associated with the pre-dawn conclusions and goals so racially-expressed in that "Statement of Principles".

3. We do realize that we do have some problems in the present school system, but we also realize that they can be handled by communication within the existing framework of the School District system.

4. Further, we are aware and very much concerned that the future of Menominee County, Wisconsin, and the Menominee children is at stake at this critical time, and that all of our local effort should be channeled toward constructive areas.

We intend that this petition of our sentiment be channeled directly to the various authorities on the local, State and Federal level who are concerned with the upward progress and welfare of Menominee County, Wisconsin."

In still another article, the Green Bay Press-Gazette, on May 8, 1969 referred to "specific objections" raised by Andre LeMay and Earl Wescott, who were representing the Menominee County Parents and Students Committee for Better Education in the following way:

> District policies which allow Shawano students at the Shawano students at the Shawano school to leave school if they have a last-period study hall, but restrict bused students -- almost all the Indians -- to the school grounds in the same situation.
>
> Suspension policies which the men suggested lead to "too easy" suspensions of students who greatly need an education for minor offenses such as the grooming and dress code. Students can be blocked from school for three days for gum chewing or not wearing a belt or for wearing shoes which reach above the ankle, the men said.
>
> Policies sited. Suspension policies handicap parents who have to leave badly needed work to gain readmittance of their children, the group was told.
>
> Poor parents are hurt by a dress code which prohibites youngsters from wearing even clean and neat blue jeans to school.
>
> Detention policies which prohibit students from receiving report cards if all detention time has not been made up, and the school district policy requiring such makeup work on Saturdays. That rule requires parents to again miss work, requires that parents to drive their children long distances to school, and often school officials do not have personnel present to allow much makeup time.
>
> "There are some parents and children who have never seen a report card," said LeMay.
>
> Actual physical and emotional mistreatment of Indian students by teachers, and "insensitivity" of some teachers to Indian students.

And so the controversy raged throughout the summer of 1969 and through the school year of 1969-70. Of particular and growing concern within the whole fabric of controversy surrounding Menominee Indian education was the issue of alleged "segregation" of Menominee Indian children from non-Indian children within Joint School District No. 8. On July 9, 1969 the Washington Bureau of the Milwaukee Sentinel reported that the "Shawano public school district is being investigated by the Department of Health,

Education and Welfare (HEW) to determine whether it is operating segregated schools...." Continuing, the article said that "HEW reported that it was 'analyzing preliminary data' gathered by agency field workers to determine whether Menominee Indian children of the District were being segregated from non-Indian pupils." Other newspaper articles reported "surprise" by Shawano public school district officials over the interest of HEW in possible segregation at Menominee county.

On the 10th of July, 1969 the Milwaukee Sentinel printed an editorial entitled "Indian Country" which read as follows:

> A department of health, education and welfare (HEW) investigation of the Shawano public school district for alleged de facto segregation of schools seems positively ludicrous.
>
> Targets of the investigation apparently are elementary schools at Neopit and Keshena in Menominee county where Indian enrollment is approximately 97% and 92% respectively.
>
> This is not surprising. Latest census figures show that Menominee county includes about 2,600 Indians and between 200 and 300 whites.
>
> What other findings could be expected in a county that only eight years ago was an Indian reservation and where under a transitional arrangement non-Indians could not even purchase land?
>
> If the county is entirely populated by Indians it is virtually impossible to have a school population that is not predominantly Indian.
>
> This is not segregation; it is a matter of racial concentration stemming from a unique situation. We see no reason to suspect antiracial motivation is involved.
>
> It should be noted that the Menominee county schools serve only children in the kindergarten through fifth grades. From that point on, all children in the county go to integrated middle schools in Shawano county where the Indian enrollment ranges between 20% and 30% and to Shawano high school where Indians make up 15.9% of the enrollment. This certainly does not represent segregation.
>
> By meddling in the affairs of the Shawano school district before making a practical appraisal of the facts the HEW investigators are only wasting manpower and money and adding to the problems of the development of Menominee county. The investigation should be called off.

Thus were the issues surrounding the alleged "segregation" of Menominee Indian children even further clouded by the facts of demography and geography. Indeed, in an article dated July 15, 1969 which appeared in the Milwaukee Sentinel, Mrs. Phyllis Gingold, a young teacher who had taught at the heavily-Indian school at Keshena, Wisconsin (Menominee County) indicated that, in her opinion, other problems were far greater than alleged discrimination in the education of Menominee Indian children:

> A young teacher who taught at a virtually all-Indian school at Keshena last year said Monday discrimination in materials and teachers was the problem there, not segregation as indicated in an earlier report.
>
> Mrs. Phyllis Gingold told the Menominee Indian study committee here that the Keshena and Neopit schools received discarded books and more than their share of nondegree teachers, as compared with other schools in Shawano and Menominee counties.
>
> Mrs. Gingold told the committee that she had worked as a reading consultant in Keshena last year and had sought to teach fifth grade there next year, but was denied that assignment.
>
> She subsequently took a job in another school system in the Gillett-Suring area, she said.
>
> The study committee headed by Sen. Reuben LaFave (R-Oconto), listened to her comments, but did not discuss the problem she presented.
>
> Textbooks in the Neopit schools are 1957 editions, she said and in Keshena there were some as late as 1962. In the Shawano schools, books were more up to date.
>
> Mrs. Gingold said she had seen books in the largely Indian schools that were marked "discard."
>
> An investigation in to the school situation in Shawano and Menominee counties was a "random survey", she said, by the department of health, education and welfare. She said the investigators did not seem to be aware of the nature of the minority population (Indians) until they came into the area.
>
> Mrs. Gingold emphasized that the Indian children were "bright" and capable of learning. But she said the quality of teaching left something to be desired.
>
> Seven of the nine nondegree teachers in the district are assigned to Keshena and Neopit, she said. As a teacher who will have a master's degree by the end of the summer, she felt she should have been granted the position at Keshena.
>
> Neopit will only have one "degree teacher" this year, she said.

> The Shawano school superintendent, Arnold Gruber, refused to grant her request and accused her of "disloyalty," because of her activity with an Indian parent group and associations with federal investigators.
>
> As a reading consultant, she said she found that many of the Indian children ranked poorly, but "improve with good teaching".

An immediate response to Mrs. Gingold was forthcoming from Dean B. Posey, of the School of Professional Studies at the University of Wisconsin, Green Bay. In a letter to the editor appearing in the Green Bay Press-Gazette on July 22, 1969 Dean Posey noted:

> Upon my return to Green Bay from a brief vacation, I find upon my desk two newspaper clippings, one from the Press-Gazette of July 15, reporting that Mrs. Phyllis Gingold has charged that there has been discrimination the public schools of Shawano School District 8 against the predominantly Indian schools at Keshena and Neopit. Her charges are in error and need to be refuted.
>
> The University of Wisconsin-Green Bay is the educational consultant to the Title III educational grant sponsored by Shawano Joint District 8, the purpose of which is the improvement of Indian education in the early grades.
>
> The newspaper article says that Mrs. Gingold charged "pupils in the Shawano schools have more modern textbooks and other materials and in greater diversity than those Indian pupils enrolled at Neopit and Keshena.
>
> As every professional educator knows, instructional materials should be adapted to the needs of the pupils. The best instructional materials for Indian children should teach them something about Indian history, lore, and legend, so that the Indian children can grow up proud of their heritage. One of the purposes of the Shawano district research project is to produce instructional materials that will accomplish this purpose. For anyone to charge discrimination because textbooks used in Shawano schools are "more modern" than those in Neopit and Keshena is sheer nonsense. It is not the age of the instructional materials that counts; it is their relevancy to the learning problems to be solved.
>
> It cannot be said that the teachers in Keshena and Neopit are not as well qualified as those in the other schools in Shawano Joint District 8. Leaving aside the fact that many otherwise competent teachers refuse assignments in schools in which minority groups predominate, I know for a fact that the caliber of the teaching personnel in Keshena and Neopit has been strengthened this past year and is being further strengthened for the ensuing school year of 1969-70.

For anyone to attack by implication the caliber of the teaching personnel in these schools serves no constructive purpose whatever and cannot help but impair the morale of the teachers in the Indian schools.

The education of their children is but one part of the problem of the Indians in America today. There are some people who would have Indians abandon their cultural heritage and become fused into the general white American culture. This would be a tragedy. The Indian cultural heritage needs to be preserved. Their heritage would be obliterated if Indian children were given exactly the same education as white children. It is an error to judge the excellence of Indian education by white standards, rather than by standards suitable to the Indian culture.

Shawano Joint District 8 deserves commendation rather than criticism. When the Menominee Indian reservation became a county in 1961, it was obvious that from an economic standpoint, there was an insufficient tax base in the county to support a minimally satisfactory level of Indian education. It is to the credit of Shawano Joint District 8 that Shawano accepted an extension of its boundaries to include Menominee County, and therefore to undertake the formidable task of providing a decent education for the Indian children. Although I know of no study specifically on the subject, I am convinced that Shawano Joint District 8 spends considerably more money in Menominee County than the tax revenues derived therefrom.

It is to the credit of the Indian people of Menominee County that they joined with Shawano to form Joint District 8. It is also to their credit that they ardently desire to stand on their own feet, independent and unique, yet in constructive cooperation with the white people of Shawano.

It is time that erroneous charges be withdrawn. It is time that the Shawano system be allowed to get about its business of improving Indian education in Menominee County without having to divert time to answer false and irresponsible charges.

Of course, this response by the official of the University of Wisconsin at Green Bay prompted yet another article by the Milwaukee Sentinel (July 23, 1969) further publicizing and elaborating this aspect of the Indian education controversy surrounding Menominees. It should be noted that all attempts by members of the Training Center for Community Programs staff to obtain information concerning the activities of HEW key personnel investigating alleged "discrimination" at Menominee county have been unsuccessful to date.

Method to be Followed in Remaining Reports

Since the Training Center for Community Programs will be releasing several additional reports on Menominee Indian education, it is felt that conclusions drawn in the summer of 1970 on information available to us at this time run a great risk of being premature and perhaps misleading. Therefore, it is anticipated that near the end of 1971 or within the first quarter of 1972 the Training Center, after it has released several specific field reports on the Menominee Indian education, will attempt an over-all analysis of the Menominee Indian education picture. It is anticipated that the first TCCP report in the upcoming series will be published in September, 1970 and will be entitled School teachers and the Education of Menominee Indian Children: A Study of Two Elementary Schools. Additional training center reports will concentrate upon these specific schools within Joint School District No. 8, leading to the final report, which will continue the essential materials of all previous reports, together with information gathered from a continued survey of newspaper articles and other literature, the schools themselves, and influential persons within and around Menominee county who will act as valuable data sources up to the point where the final report is actually prepared.

FOOTNOTES

[1]Tomasich, John Jr. "A Study of Resources and Building Needs of Joint District No. 8, Shawano". Field Study (305-990), Spring Semester 1966, conducted under Dr. Howard Wakefild of the Graduate School of Educational Administration, University of Madison.

[2]Ibid., pp. 52-54.

[3]Application to the Wisconsin Department of Public Instruction, Center for Research and Program Development (funded by USOE) by Superintendent Gruber of Joint School District No. 8, Shawano, Wisconsin, July 15, 1969. Early pages of the application.

[4]Ibid., p. 6.

Appendix I

OPERATIONS OF OFFICE OF EDUCATION (CONFLICT OF INTEREST--PROPOSED GRANT FOR COMPUTERIZED CLASSROOM)

Union Calendar No. 741

90th Congress
2d Session

HOUSE OF REPRESENTATIVES

Report
No. 1834

OPERATIONS OF OFFICE OF EDUCATION (CONFLICT OF INTEREST--PROPOSED GRANT FOR COMPUTERIZED CLASSROOM)

August 1, 1968.-- Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

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Mr. Dawson, from the Committee on Government Operations, submitted the following

THIRTY-THIRD REPORT

BASED ON A STUDY BY THE INTERGOVERNMENTAL RELATIONS SUBCOMMITTEE

On July 31, 1968, the Committee on Government Operations approved and adopted a report entitled "Operations of Office of Education (Conflict of Interest--Proposed Grant for Computerized Classroom)," The chairman was directed to transmit a copy to the Speaker of the House.

Introduction

Under the rules of the House of Representatives, the Committee on Government Operations has responsibility for studying the operation of Government activities at all levels from the standpoint of economy and efficiency. Responsibility for studying activities of the Department of Health, Education, and Welfare, as well as a number of other agencies, has been assigned to the Intergovernmental Relations Subcommittee. In accordance with this assignment, the subcommittee is investigating a number of aspects of the operations of the U.S. Office of Education.

This report is concerned with a conflict of interest situation which arose in connection with a proposed grant by the Office of Education's Bureau of Research. A previous report discussed a series of educational seminars held in Hawaii under the cosponsorship of the Office of Education and a private foundation. The subcommittee is also examining other activities of the Office of Education, with particular attention being given to further conflict of interest questions involving the administration of grant programs.

The subcommittee held hearings concerning the matters covered by this report on September 14 and 15, 1967, with testimony from the following officials of the Office of Education:

Harold Howe, Commissioner of Education.

R. Louis Bright, Associate Commissioner for Research.

Nolan Estes, Associate Commissioner for Elementary and Secondary Education.

Lee Wickline, Chief, Innovative Centers Branch, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education.

O. Ray Warner, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education.

Frederick H. Hundemer, Chief, Elementary and Secondary Section, Contracts Branch.

Testimony at the hearings was supplemented by data furnished for the record and by additional information obtained with the assistance of the General Accounting Office.

Acknowledgment

The subcommittee wishes to express its appreciation for the assistance provided by the General Accounting Office in the inquiry leading to this report. The subcommittee particularly appreciates the contribution made by Mr. Jerry McPike of the GAO staff.

Summary

Title III of the Elementary and Secondary Education Act of 1965 authorizes Federal grants to local educational agencies for supplementary educational centers and services. Title IV of the same act authorizes grants to nonprofit organizations and institutions for research, surveys, and demonstrations in the field of education.

Associate Commissioner of Education Nolan Estes has overall responsibility for the title III program. The title IV program is directed by Associate Commissioner R. Louis Bright. Before joining the Office of Education in January 1966, Dr. Bright was director of instructional technology for the Westinghouse Electric Corp.

In August 1966, Joint School District No. 8, Shawano, Wis., sought nearly $2.9 million in title III and IV grants to finance the first 3 years of a proposed 7-year program for development and implementation of a computerized classroom system. More than $2.6 million of this amount was to go to Westinghouse under subcontracts calling for Westinghouse to write course materials, train teachers, and to develop, install, and maintain equipment for a 15-student computerized classroom. The program was to be carried out in the Menominee County part of the Shawano School district, which is a former Indian reservation.

Six reviewers evaluated the Shawano proposal for title III funding in September and October 1966. One reviewer recommended approval; three others recommended resubmission after changes. Two reviewers recommended outright disapproval. Four of the six reviewers raised serious questions about the proposal and the involvement of Westinghouse in it.

Title IV staff members decided in September 1966 that the Bureau of Research would not have funds available for the title IV part of the Shawano proposal. Seven persons subsequently reviewed the proposal for title IV. Their reviews, which were submitted in October and November 1966, were even more critical than the title III reviews. Two reviewers did not make recommendations. Two recommended provisional approval. The other three recommended disapproval.

In view of the apparent unavailability of title IV funds, the Shawano proposal was placed in a "hold" category by title III officials in November 1966.

According to testimony at subcommittee hearings, Associate Commissioner Estes came to Associate Commissioner Bright's office on January 7, 1967, to request support for the Shawano proposal. On January 9, 1967, two title III staff members--O. Ray Warner and William Hinze--met with Dr. Bright. Warner subsequently reported that "a tentative verbal agreement" was made for $820,000 in title IV support for the Shawano proposal.

On February 27, 1967, Warner requested a memorandum from an official in the title IV program acknowledging the commitment of $820,000 in title IV funds for the Shawano proposal. In early March, the proposal was reviewed by a title IV staff member who criticized the involvement of Westinghouse and recommended disapproval. Despite the disapproval recommendation and the previous adverse title IV reviews, however, it appeared as of March 8, 1967 that title IV funds would be "transferred" to title III for use in the Shawano project.

On March 21, 1967, Commissioner of Education Howe's office received a letter from Gary Orfield, a Brookings Institution research fellow, criticizing the Shawano proposal and suggesting that Associate Commissioner Bright's former relationship with Westinghouse raised a conflict-of-interest question. After a meeting to discuss Orfield's criticism of the merits of the Shawano proposal (but apparently not the conflict-of-interest question), Commissioner Howe expressed support for the proposal. Two other officials who had learned of the proposal expressed opposition.

On April 25, 1967, a rewritten version of the Shawano proposal was submitted. It incorporated changes previously submitted on December 29, 1966 and April 6, 1967.

The title III staff requested reviews of the rewritten proposal from six outside reviewers, the State education agency and three HEW staff members. One outside reviewer, who is associated with computer-assisted instruction projects receiving a million dollars a year or more in Office of Education funds, submitted a five-sentence commentary enthusiastically recommending approval. A second outside reviewer also recommended unqualified approval. Three other outside reviewers and the State education agency recommended approval but expressed some reservations. The sixth outside reviewer recommended disapproval in emphatic terms.

Neither of the two title III outside reviewers who had recommended disapproval of the original Shawano proposal were asked to review the rewritten version.

Two of the HEW officials to whom the revised proposal was submitted recommended disapproval. The third, Associate Commissioner Bright did not submit a review; however, he subsequently praised the proposal highly in a memorandum to Commissioner Howe.

The title III staff did not seek the views of title IV reviewers who had previously disapproved the original Shawano proposal. However, one title IV reviewer who apparently obtained access to the rewritten proposal expressed continued disapproval.

A critical article concerning the Shawano proposal appeared in the June 18, 1967, Washington Post. The subcommittee investigation of the matter began shortly afterward. Commissioner Howe, although indicating he thought a "red herring" had been raised by persons who thought something different should be done for the Menominee Indians, decided on June 23, 1967, to hold up approval of the Shawano proposal pending further study.

The subcommittee investigation disclosed that Associate Commissioner Bright had exercised stock options to acquire some 1,300 shares of Westinghouse stock valued at more than $75,000 when he joined the Office of Education in January 1966 and had held this interest until May 9, 1967, when he disposed of all but 50 shares. Dr. Bright had been advised by the HEW General Counsel on January 12, 1966, that it was permissible for him to hold this interest so long as he disqualified himself from participation in any action of the Office of Education relating to Westinghouse.

In a June 28, 1967, letter, Commissioner Howe told the subcommittee that Dr. Bright had purposely dissociated himself from consideration of the Shawano proposal because of his connection with Westinghouse, and his position at the time title III staff members requested title IV support had been that he was unfamiliar with the proposal and would have to depend on title III recommendations. The subcommittee subsequently learned that the June 28 letter had been drafted by Dr. Bright.

The subcommittee investigation disclosed that Dr. Bright, while with Westinghouse in 1964 and 1965, had been involved in three projects related to the subsequent Shawano proposal. Two of these projects had received financial support from the Office of Education; the other had been financed by the Bureau of Indian Affairs. Key personnel of these projects were to be professional staff members for the proposed Shawano project.

The investigation further disclosed that Westinghouse had unsuccessfully sought nearly $2 million from the Office of Economic Opportunity in July 1965 to finance a project which was essentially similar to the Shawano proposal but was to have been carried on with underprivileged city children rather than Indian youngsters. Whole pages from this proposal--which Dr. Bright told the subcommittee he had written personally--were subsequently incorporated in the Shawano proposal.

The investigation revealed that Dr. Bright had played a part in arrangements between Westinghouse and the Shawano School District leading to submission of the Shawano proposal. It also disclosed evidence indicating that Dr. Bright had discussed the proposal with Dr. Estes at least 2 months before their January 1967 meeting and had seen the Westinghouse representative assigned to the proposal on a number of occasions after joining the Office of Education.

The investigation further disclosed that Dr. Bright had written a memorandum to Commissioner Howe on June 12, 1967, praising the Shawano proposal highly and asking permission to participate actively in negotiations concerning it. Commissioner Howe responded on June 27 that, while he thought it advisable for the Commissioner to be responsible for final action, he thought it "quite appropriate" for Bright to be involved and would value his advice.

On November 1, 1967, after completion of its hearings, the subcommittee was advised by Commissioner Howe that the Shawano proposal had been disapproved.

In February 1968, the Office of Education received an inquiry from the Department of Justice concerning the Shawano situation. In March 1968, the matter was referred to the Department of Justice.

Findings and Conclusions

1. The Office of Education failed to comply with a statutory provision requiring that information relating to violations of the conflict-of-interest laws by Government officers and employees be expeditiously reported to the Department of Justice.

Facts disclosed by the subcommittee investigation of the Shawano matter raise an obvious question as to whether there has been a violation by Associate Commissioner Bright of 18 U.S.C. 208, the basic conflict-of-interest statute applicable to Federal officers and employees. These circumstances were well known to the Office of Education by June 1967.

Under the provisions of 28 U.S.C. 535b agency heads are required to report expeditiously to the Attorney General any information, allegation, or complaint relating to violations of title 18 involving Government officers or employees.

However, the Office of Education did not report the Shawano matter to the Department of Justice until March 1968, after an inquiry by the Justice Department.

In making the above finding, the committee wishes to emphasize that the matter is now being considered by the Justice Department, and the committee is making no judgment as to whether or not a law violation has occurred and should be prosecuted.

2. Regardless of whether or not there was a law violation, Associate Commissioner Bright's involvement in the handling of the Shawano grant application by the Office of Education demonstrated extremely poor judgment and disregard for or ignorance of proper standards of conduct for Government employees.

Dr. Bright contended he had disassociated himself from the handling of the Shawano application, that he had paid no attention to the proposal and had little knowledge of it before being asked by title III personnel for funds to support it. He maintained that he had taken no action concerning the application, but had merely agreed to transfer responsibility for determining whether it should receive Bureau of Research funds to the Bureau of Elementary and Secondary Education.

The committee investigation disclosed no evidence that Dr. Bright had taken appropriate measures to disassociate himself from consideration of the Shawano proposal. It did disclose evidence indicating that Dr. Bright had taken an interest in the Shawano application before being contacted by title III personnel concerning it.

Bureau of Research personnel responsible for evaluating the Shawano application had decided before Dr. Bright was contacted that title IV funds should not be provided for the proposal. Title III personnel, on the other hand, favored the Shawano proposal and were openly seeking title IV funds to support it. Consequently, an agreement to leave the decision up to title III personnel could be expected to have exactly the same result as an agreement to provide the requested funds.

Title IV funds requested in the Shawano application were to go to Westinghouse under subcontracts. At the time of the meeting with title III personnel, Dr. Bright owned Westinghouse stock valued at around $75,000 and there was at least a reasonable possibility that he might eventually return to work for Westinghouse.

In addition to a financial interest in Westinghouse, Dr. Bright had a deep personal interest in the Shawano proposal. He had been closely associated with three related Government-financed projects while at Westinghouse. He had personally written an essentially similar proposal for which Westinghouse had unsuccessfully sought nearly $2 million from the Office of Economic Opportunity. Much of the language written by Dr. Bright for the earlier proposal had been used verbatim in the Shawano application. Dr. Bright himself had initiated arrangements which eventually resulted in the Shawano proposal being submitted.

Dr. Bright was not in a position to exercise objective judgment concerning the Shawano proposal. Nevertheless, he took action which--no matter what his intention--had the effect of reversing a previous denial of title IV funds for the proposal. Subsequently, after the proposal had run into further opposition, Dr. Bright strongly recommended to Commissioner Howe that it be approved.

3. In its handling of the Shawano conflict-of-interest matter the Office of Education totally disregarded its responsibility to take appropriate action to protect the public interest. No official concern or disapproval was demonstrated when the conflict-of-interest question became apparent; instead, Associate Commissioner Bright's further participation in the Shawano matter was encouraged and his past conduct defended.

A conflict-of-interest question concerning Associate Commissioner Bright's involvement in the Shawano matter was raised by a letter to Commissioner Howe in March 1967. The committee found no evidence that any investigation of the matter was conducted or even that any inquiry concerning it was made.

A June 1967 letter from the subcommittee raising specific questions about Associate Commissioner Bright's involvement brought a reply from Commissioner Howe--which had been drafted by Dr. Bright--denying there had been any inappropriate conduct.

Commissioner Howe, whose testimony reflected a lack of understanding of basic provisions of the conflict-of-interest laws, advised Dr. Bright in June 1967 that he thought it quite appropriate for Bright to involve himself in judgments about the Shawano proposal. Commissioner Howe subsequently defended both Dr. Bright's conduct and the Office of Education's handling of the matter.

The committee found no evidence that Commissioner Howe informed or consulted with HEW's Office of General Counsel about the Shawano situation until after an inquiry concerning the matter was received from the Department of Justice in February 1968.

Associate Commissioner Estes, who knew or should have known of Dr. Bright's previous association with Westinghouse apparently did not hesitate to request his assistance in obtaining title IV funds for Westinghouse.

4. Handling of the Shawano proposal by title III personnel was clearly inappropriate and, at best, reflected very poor judgment.

The purpose of title III of the Elementary and Secondary Education Act of 1965 is to provide Federal grants to local school districts to support locally developed educational programs. The Shawano proposal was obviously developed by Westinghouse, rather than the Shawano School District. It appeared to be directed at the product development needs of Westinghouse rather than the particular educational needs of the Shawano school children. Although these obvious deficiencies were pointed out by reviewers, title III personnel continued to support the expenditure of more than $2 million in Federal funds for the Shawano proposal.

O. Ray Warner of the title III staff consistently acted as an advocate for the Shawano proposal, going so far as to misrepresent the adverse recommendations of reviewers in interoffice memorandums. Warner also ignored a warning that the proposed noncompetitive subcontract arrangements with Westinghouse might be illegal.

It should be noted that some HEW and OE staff members opposed the Shawano proposal. If it had not been for their opposition--and the intervention of persons outside the Department of Health, Education and Welfare--the Shawano proposal might well have been approved.

Recommendations

1. The committee recommends that the Department of Health, Education and welfare take prompt and effective action to insure that information, allegations, and complaints relating to violations of title 18 of the United States Code involving officers or employees of the Department are expeditiously reported to the Attorney General.

2. The committee recommends that the Department of Health, Education, and Welfare take such action as is necessary to insure that officers and employees of the Office of Education--particularly those in supervisory positions--are aware of and comply with statutes, regulations, and policies applicable to conflicts of interest and that they recognize and adhere to appropriate standards of conduct for employees of the Federal Government.

3. The committee recommends that the Department of Health, Education, and Welfare review the procedures and practices being followed by the Office of Education in awarding grants and contracts with a view to correcting deficiencies indicated by this report.

The subcommittee is continuing its investigation of operations of the Office of Education, and it is anticipated that additional recommendations will be made at a later date.

Appendix II

"Cultural Absorption Threatens Tribe." Article by Ron Legro in the Daily Cardinal. Madison: Univ. of Wisconsin, May 18, 1969, p. 1 & p. 4.

CULTURAL ABSORPTION THREATENS TRIBE

By RON LEGRO

The rotting remains of the Indian burial grounds still stand in the forest, a near forgotten corner in Menominee County. Nearly dormant since the advent of the white man's sort of graveyard, it is interesting to compare the ancestral burial grounds with the newer cemeteries, and to see what different notions the white man and Indian have about how death should be:

The cemetery tombs are marked with monoliths, the symbols of flamboyant, martyred power; standing on the graves in the burial grounds, however, are miniature longhouses, of the kind the Menominee tribe used to live in. Indian souls are supposed to find rest in the houses -- but the wood is decaying, as is the Menominee heritage itself, it seems and green moss will soon cover the tiny structures.

The Menominee culture appears threatened with oblivion; threatened, that is, except as an entertainment feature of the tourism trade Menominee Enterprises is now promoting. But the everyday functions of Menominee tradition are fast escaping the people, and the cultural vacuum that remains disorients them.

Since Termination, the Menominees have lived in a ghettoized environment. Tribesmen are now legally fre to leave the county whenever they wish, a privilege few Menominees complain about. In fact, about one third of the enrolled tribe now lives outside the county. Yet, by leaving the county, where the last vestiges of the Menominee heritage remain, the Menominee in effect renounces his cultural ties with the tribe. He must integrate into white society if he leaves. And for those who resist such cultural absorption by remaining in the county, the penalties are great. The county is no longer a secure sanctuary for Menominee tradition.

When Termination came into effect and the Menominee Reservation became a separate county, problems arose. For one thing, there were, and still are, no professional people residing in the county. Without lawyers, there could be no legal system. Worse, the Menominees could not afford the expense of operating their own County. Therefore, Menominee County was attached for legal purposes to neighboring Shawano County.

The Menominee hospital, which had been run by the tribe for years, came under the scrutiny of the state board of health, which found it to be far below public health standards.

Therefore, the hospital was converted into Menominee County's courthouse, and Menominees had to go to other counties for medical aid. They still have to.

No hospital exists in the county today; the people cannot afford it. Meanwhile, health is a crucial problem: diabetes, tuberculosis and mortality rates are higher among Menominees than among whites. 70 per cent of preschool Menominee children have anemia.

When the Menominee Reservation became a county, it had no high school. It still hasn't; the tribe can't pay for one.

Therefore, Menominee students are bussed to Shawano high school, and the county is attached to the Shawano school district.

As federal assistance is reduced to Menominee county grade schools, the tax burden increases. In 1962, according to a report by the Bureau of Indian Affairs, the cost to the Menominees for their grade schools after federal aid was $800. In 1965, the figure leaped to $161,000. Only $28,000 of this change reflected increases school costs. The rest covered lost federal aid.

Menominee County, with 22 per cent of the population and 60 per cent of the land area of the school district, has only one menber out of nine on the school board. The county's representative is Mrs. Letitia Caldwell, who is also the assistant corporate secretary for Menominee Enterprises.

Mrs. Caldwell says the other members of the school board "are quite anxious to do something" to improve the Menominee educational situation, but adds that there is the problem of a "gentlemen's agreement" that has existed between board members to the exclusion of the Menominee representative.

Why can't the district apportion itself? "It's unheard of," says Mrs. Cladwell.

As a minority group," she continues, "our children do have problems in school," than adds, "but a few have chips on their shoulders."

A number of Menominee students contend however that Shawano residents have "chips on their shoulders" too. The problem was even recognized in a report to the Wisconsin Indian study committee by the University Extension, before termination went into effect.

"The political and human factors pose questions which must be faced frankly and dispassionately," the 1956 report read. Concerning ties between Menominee and Shawano counties, the report speculated, "Would there in fact be created a community in which Indians and Shawano County residents could work harmoniously together? Strong doubts have been expressed by thoughtful individuals from both parties concerned that such a community would result. For example, it is an inescapable fact that many Menominees regard Shawano County with suspicion and some foreboding."

Today matters seem no different. There are many charges of discrimination of Indians by whites. One Menominee high school student who goes to Shawano says, "it is like what the black people put up with, only more subtle." An Indian boy agrees, saying that Menominees at Shawano high are more apt to be reprimanded for an offense than a white student.

Another Menominee student says Indians are closely watched in Shawano stores, "as if they're about to shoplift." She says many high school counselors discourage Menominees from going to college on grades that allow white students to continue.

Clyde Atwood, director of Menominee County's Community Action Program, hears such complaints and contends that "Any Menominee student who will be admitted to college should get an Indian scholarship."

Atwood agrees that treatment of Menominee students at Shawano is not equal to treatment of whites. "A Menominee will get suspended for the same action that a white student gets amnesty for," says Atwood. He says that Menominees on occasion received three day suspensions for not staying until the end of the eighth hour. "Study hall, supposedly for advising, is really a prison to them," Atwood says.

Are the Menominees working to correct what they feel are injustices? Atwood says yes: "Up to now, Menominees have refrained from involvement. Up to now, it has been almost impossible to organize people." Just recently however, according to Atwood, about one fourth of the Menominee parents organized and presented an Educational Bill of Rights to the school board. The bill has 18 points, covering such areas as proportional representation on the school board, class loads, and hiring and firing of teachers.

The statement resolves in part that "the school system cease asking what is wrong with the Indians because of their lack of achievement and begin to ask themselves, 'What is wrong with us that we are unable to meet the needs of Indian youth?'"

Atwood, who has helped to bring such action about, says some in the city feel he has "stirred up the people, that the school district has no problems." But he contends "The rules appear inequitable."

The Menominee County grade schools, run by the Indians, are better off, but they have their problems too. One is integrating some type of Indian culture program into the curriculum, which is not covered at Shawano high school.

The loss of their cultural heritage has been so acute among the Menominees that one elementary teacher says her pupils "don't even know they are Indians. To them Indians are what you watch on TV."

Also, Atwood says, Indian children drop behind their white counterparts somewhere in the third grade. Title program funds have been given to study the problem, but "There is a question of whether the funds aren't just being asked for to get money for the system."

At least the grade schools are experimenting. Principal Boyd Simonson says the school may soon run on a nongraded basis. But Shawano High is not being as flexible. And the cultural shock of moving from an essentially segregated school to a high school where Indians become a minority appears to take its effects on the Menominee student.

Educational problems in the county are especially critical, since the Menominees are a young people chronologically. About 57 per cent of the population is under 19, and without some form of cultural education, the Menominee heritage could disappear altogether within the next generation. Already, few living Menominees can speak their native language. Menominees are abandoning many of their former traditions. Indian "socialism" is an example. Menominee families traditionally would share their possessions with each other. They no longer can afford to.

The average size of a Menominee family is seven; consequently, many families have financial difficulties. But the state welfare agencies have not promoted family planning due to pressure from the Catholic church, which runs parochial schools in Menominee County. Once again, the white man's influence has superseded the Menominee way of life. The result is that few Menominees practice their native religion today.

Atwood says the tribe's hope for continued development rests on the young people. Increasing numbers of them however leave the county, and never return. The only reason they have for returning is the Menominee heritage. And that is nearly gone now too.

Appendix III

Department, Social Characteristics, and Further Test Performance Data on Menominee Indian Children. Source: Title I Application of Joint School District #8.

APPENDIX A MAY 1, 1969 DISTRICT #8

CAPTIONS FOR COLUMNS OF FOLLOWING SHEETS

1. 85 I.Q. or lower on last group or individual test.
2. Reading achievement 1 GP or more, lower than AGP, or in lower 25% of grade by test.
3. Math Achievement 1 GP or more, lower than AGP, or in lower 25% of grade by test.
4. Potential dropout as assessed by teacher.
5. Received a failing grade first semester or repeating grade.
6. Repeated behavior problem in school.
8. Emotional or nervous problem.
9. Absent 14 or more days up to May 1 of current school year.
10. Broken home or serious home problem.
11. Health handicaps.

Tabulation of survey sheets made out by classroom teachers. Numbers transferred to student names on file in records of the Guidance Department.

SCHOOL - KESHENA PUBLIC

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school	39									18	2	3
Kindergarten	48	9								22	1	6
1	38	8					2			3	5	2
2	32	7	11	3	1		8		3	6	4	2
3	27	4	14	2	3		10		2	8	3	2
4	28	1	17	12	4	2	4			6		2
5	28	6	21	15	9	6	2			13	1	1
TOTAL	240	35	63	32	17	8	26		5	76	16	18
Special Ed.	0											

SCHOOL - NEOPIT PUBLIC

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school	35									11	2	3
Kindergarten	45	3					4		2	8	4	1
1	37	9			6	1	5	3	2	7	2	7
2	27	2	7	3	3	5	4			14	11	
3	27	7	12	12						8		5
4	16	3	11	7	4	6	5		2	9		
5	22	6	15	16	6	3	6		4	7	3	
TOTAL	209	30	45	38	19	15	24	3	10	64	22	16
Special Ed.	0											

ST. JOSEPH'S - KESHENA

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten												
1	9									5	2	
2	16	3	8	9						10	4	
3	21	4	9	7		2	1			10	7	
4	17	2	16	14						9	7	
5	22	4	17	16		3				8	7	
6	25	5	19	18		6	1			11	19	
7	15	1	13	13		2				8	6	
8	15	2	11	12			1			8	3	
TOTAL	140	21	93	89		13	3			69	55	

ST. ANTHONY'S - NEOPIT

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten												
1	15											
2	17	2	8	6			1	1		8	1	
3	22	2	10	9						8		
4	19	4	15	19	2		1				2	
5	13	3	8	10	2		4	2	3	5	2	
6	26	6	25	26	2		4		3	2	2	
7	15	2	9	14	2					4	5	
8	13	4	9	11	4		1	1	2	4	6	
TOTAL	140	23	84	95	12		11	4	8	31	18	

ST. JAMES - LUTHERAN

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten	54									8		
1	60									5		
2	51		3	3						7	1	
3	62					4	2		3	4		
4	53	2	3	2			3	1	3	3	1	
5	35	1	4	6						9		
6	55	4	17	13							1	
7	54	3	9	30						6		
8	51	5	11	27	2	6	2	1	3	8	3	
TOTAL	475	15	47	81	2	10	7	2	9	50	6	

LINCOLN SCHOOL

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten	80	3					3		2	9	2	3
1	54	1				2	5		2	13	7	6
2	61	2		6	1	4	2		3	2	2	13
3	67	3	1	2	7	2	5	1	6	9	5	4
4	56	5	20	21	2	3	2		4	7	1	1
5	61	1	15	16	5	2	6	1	8	6	4	10
TOTAL	379	15	36	45	15	13	23	2	25	46	21	37
Special Ed.	44	44	NA	NA		NA		2	4	3	5	6

SACRED HEART - CATHOLIC

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten												
1	45									2		
2	31	3	2	3						1		
3	32	1	3	5								
4	30	3	8	15		1	1	1	1	1	1	1
5	36		6	7						4		
6	28	2	8	6								
7	35	1	13	13						3		
8	40	2	9	17								
TOTAL	277	12	49	66		1	1	1	1	11	1	1

OLGA BRENER SCHOOL

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Pre-school												
Kindergarten	95	2					2		1	7	4	5
1	89	4					1			5	2	1
2	87	1		1	1	2	3		2	8	1	4
3	90	3	1	3	4	1	2		4	10	3	7
4	90	4	11	19	5	2	4		3	9		2
5	85	6	28	39	3	1	1		2	6	2	3
TOTAL	536	20	40	62	13	6	13		12	45	12	22
Special Ed.												

FRANKLIN SCHOOL

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
6	197	15	67	104	9	15	10	2	5	9	6	7
7	175	18	83	96	21	21	8	1	9	13	14	14
8	185	27	32	32	27	30	17	3	6	20	18	19
TOTAL	557	60	182	232	57	66	35	6	20	42	38	40
Special Ed.	15	15	NA	NA		NA	4		2	3	5	6

GRESHAM SCHOOL

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
Kindergarten	35									8	3	1
1	47	2					1			10	5	1
2	35	1			3	4	2		2	12	3	5
3	33	1	5	1			1		1	3	2	
4	42	1			3		3		1	2	2	2
5	38	1	13	5	2	1	1			1	2	1
6	37		9	11	1	2	4	2	5	4	6	3
7	36	2	9	12	2	3	1		3	3	3	1
8	40	3	8	10	1	4	4	3		2	6	2
9	49	3	11	9	3	5	7	2	2	8	9	
10	41	2	13	11	8	7	9	4		9	9	
11	25	1	5	4	9	3	3	1		7	4	
12	33	3	11	5	4	1	1	1		2	4	
TOTAL	491	20	84	68	36	30	37	13	14	71	58	16
TOTALS												
K-5	230	6	18	6	8	5	8		4	36	17	10
6-8	113	5	26	33	4	9	9	5	8	9	15	6
9-12	148	9	40	29	24	16	20	8	2	26	26	

SHAWANO HIGH SCHOOL

GRADE	# ENROLLED	1	2	3	4	5	6	7	8	9	10	11
9	285	26	96	91	26	32	22	4	17	35	25	29
10	262	23	83	54	20	17	16	5	7	40	16	45
11	290	11	26	15	23	14	10	3	9	53	18	26
12	231	5	32	35	24	18	9	6	4	37	12	16
TOTAL	1068	65	237	195	93	81	57	18	37	165	71	116
Special Ed.	17	17							3	2	3	4

Appendix IV

Menominee *Prints* education articles, Summer 1966 -- July 20, 1970.

SOMETIME IN EARLY JUNE, no year

School Units In Meeting

The Menominee County Parents and Students Committee for Better Education met with representatives of the School Board and District Administration to present and discuss educational problems within the school district.

SEVERAL specific concerns were discussed and the Educational Bill of Rights was presented for discussion. Areas of mutual concern affecting all children were identified and discussed at great length.

Much time was used to review and discuss school policies and school regulations. It was agreed that continuous evaluation and adjustment should receive high priority. Other areas discussed were continued expansion of parental participation and involvement in educational problems as well as improved communication between school, students and home.

THE GROUP acknowledged that problems to exist but are not insurmountable through cooperation and understanding. The group agreed that continued meetings would be advisable and should continue.

Andre LeMay announces that the Menominee County Parents and Students Committee for Better Education will meet at the Keshena Public School on Monday, June 9th, at 7:30 p.m. and invites open participation.

MONDAY, AUGUST 15, 1966

RIPON STUDENTS BACK TO MAMA'S COOKING

Forty Menominee students at Ripon College have returned after 6 weeks study. Throughout the entire summer. these young people were engaged in schedules which includes: English, mathematics, social studies, science and speech. Also numerous extracurricular activities were offered such as athletic, theatrical and recreational program.

Under the direction of the counselor, Laurie Shawanoenass, some students from Menominee County published a paper called "The Upward Bounder." Included on the staff are Wayne Boivin, Joan Boyd, Kenny Klemens, Verna Teller, Joan Dickenson, Chris Creapeau. Kerry Teller and Carla Corn.

During this season, the student body of Ripon College have been under the direction of the Ripon Student Council of which eight County students are members. Those from Menominee County are: Alice Waukechon, Chauncey Webster, Orman Waukau, Jeffrey Waukau, Spencer Gauthier, Richard Beauprey, Carla Corn and Verna Teller. The main purpose of the student council is to formulate and enforce rules for their own guidance and welfare.

READING PROGRAM AIDS STUDENTS

Sister Veronita, Remedial Reading Director in Menominee County is very pleased with this summer's program just ended.

The Registration for this program was strictly voluntary. It was interesting to note that 75% of the children in the program were doing accelerated work and 20% were doing grade level work and 5% were doing remedial work. This was an indication that the better students wanted and were looking for ways and means to challenge their abilities.

Toward the second half of the program it was very noticable that the children varied greatly in self-motivation, self-discipline and the ability to work independently.

This project sponsored under the Menominee Community Action Program. requires that local talent be used whenever possible. Some high school juniors assisted and startled some in authority by their enthusiasm and drive.

The last day of classes, July 29, no one seemed in a hurry to leave. Each child had a comment to make before boarding the bus. That of many was, "Sister, if you have Summer School next summer, I am coming."

NYC STAFF WILL HELP PLAN AHEAD

Assistance in college arrangements will be given by Neighborhood Youth Corps from now on. All future plans; college, vocational school or job finding can be discussed at the NYC office in Keshena Court House.

MONDAY, MARCH 27, 1967

CREATIVE DRAMATICS FOR COUNTY CHILDREN

A class in creative dramatics **ads in beginning dramatics and** for youngsters, will operate this summer in Menominee County if local organization support is received.

Mrs. Jean Atwood. Mrs. Jackie Kriewaldt, Karen Wescott and Wiladeen James have intensively studied this course at the University of Wisconsin Green Bay Centre during the past year.

These four teachers are versed in the newest tuition meth-

ods in beginning dramatics and will be the teachers in this new progressive project.

The object of the course is to teach timid and retiring youngsters to appear before an audience without embarrassment and to gradually offer more opportunity to overcome shyness and bashfulness. These are traits that are necessary to correct if the youngster is to proceed further in the business and academic world and in the mainstream of American Life.

Debra Cook, Gordon Peters and William Duquain have attended a pilot course for 10 weeks in Gillette and their progress has been astonishing. These three and four more will act as a cadre for the planned summer course.

At the end of the summer Wisconsin University will bring its own special children's production to be staged in Keshena's scenic Woodland Bowl.

Monday, December 4, 1967

P.T.A. MEETING

by Adelaide Gunnar

The Menominee School P.T.A. met at the Keshena Public School on Nov. 9. 1967. About 100 people attended this most interesting meeting.

During the business meeting the Guideline for the Youth Recognition Banquet were adopted A copy of these Guideline will be sent to the schools principals. Students complying with these Guidelines will be recognized at a banquet in May.

Mr. Newton spoke on the improvement the Menominee students are makng scholastically. It is hoped that with the assistance from the Wisconsin State University of Stevens Point at the study centers that the students will take advantage of this wonderful oppportunity to improve their grades. Mr. Newton, also, stressed the importance of regular attendance. He stated that when a sttudent was absent one day he really missed two days work. We are thankful to Mr. Newton for his genuine interest in Menominee students.

Mr. Steffen spoke on the Hand book for Neopit and Keshena Public Schools. He answered book for Neopit and Keshena questions pertaining to the regulations in the handbook.

Mrs. Caldwell was called upon to give a report as legislative chairman. Mrs. Caldwell,

P.T.A. MEETING

by Adelaide Gunnar

as chairman of the 1967 Youth Recognition Banquet, presented a check of $50.00 to Rev. Jerry Thompson of Ripon College for his part of the Recognition Banquet. Rev. Thompson endorsed the check and very generously presented it to the Scholarship Committee. The members of P.T.A. expressed their appreciation to Rev. Thompson.

The highlight of the evening was a panel consisting of Mrs. Delores Boyd, as narrator and Mrs. Lynn Skenadore. Miss Leslie Waukau and Leon "Sal" Penass.

The first speaker was Leslie Waukau, a junior at Shawano High School. Miss Waukau has a very pleasing personality and added glamour as well as intelligence to the panel. Leslie spoke on Menominee history. The first contact with the white man was in 1634 by Jean Nicolet. Menominee is an Algonquian word meaning "Wild Rice Men." Wild rice being the common food of the tribe, and on the contributions of the Menominee to the world. One benefit is the Indian talent for artistic expression. The Renassance of the Indian culture had its origin in the Southwest. The cliff dwellings, sculptering and architecture in metal, wood work and fabrics have their place in American Indian culture. In the field of esthetic expression the Indians are unusually gifted in Indian songs for every tribal activity. The Indians contributed many staple commodities such as potatos, tobacco, beans. peanuts, pumpkins, tomato squash and sweet potato. It is estimated that 4/7 of the total agriculture production consists of food plants cultivated by the American Indian. A tribute to the Indian might well be the inscription, "If you seek his monument, look around you."

Mrs. Boyd introduced Leon "Sal Penass" a senior at Shawano High School. She stated that Sal was a fine example of an Indian athlete. Leon spoke on Menominee County, stating that it was formed April 30, 1961. It has 234,000 acres. There are four communities: Zoar. South Branch, Neopit and Keshena. The Catholic Churches are at Keshena, Neopit and South Branch; The Assembly of God at Keshena and the Presbyterian at Zoar. Few people practice the Natve Indian Religion. Keshena is the county seat. The population is 2,731 with 57% below the age of 20. The percentage of persons 65 or over is 2½ times greater for the state of Wisconsin than Menominee County. The Menominee Enterprise owns all the land except school, church lots, highways, homelots and some leased lake lots. The mill employs 300 persons.

Mrs. Boyd introduced Mrs. Lynn Skenadore, who is Menominee County Librarian. The library was founded through the hard working efforts of dedicated persons and an organization the "Friends of the Menominees" at Wausau. Lynn attended the University Extension center and spent a year at the Shawano City - County Library. Lynn spoke on the hard years of transition. A race of people who for centuries lived in freedom and then suddenly to start living like the white man. The frustration, fear and unhappiness experienced by adults is reflected in the young people. The education should be of the total Indian child. To meet the need of the child in the class room the teacher must go beyond the walls of the school. He should get to know the parents, the community and the environment that helped to shape the child. The Indian today has ⅔ the life expectancy, ⅓ to ¼ the level of education. less than ⅓ the income and 7 to 8 times as much unemployment as the national average of all Americans A new approach was suggested at the educational level. It was suggested to teach Indian history to give the Indian child a designed to give him pride in solid clear history of his race his racial origin. It was suggested that the schools use older citizens to come into the classroom, also to use Field Trips to learn about Menominee County. The children should be taught what a wonderful place Menominee County is with the unspoiled natural beauty which was kept this way because of our wonderful old ancestors. Mrs. Skenadore closed with these words, "Only by teaching the Indian child a pride in his culture will we accomplish the total education of the Indian child.

In summarizing, Mrs. Boyd stated that there were many problems besides the schools such as health, housing, employment, adult education and parent interest in their children. It was thought that this type of program should be dore at the high school level where the Indian high schoolers seem to encounter less understanding on the part of our teachers.

Mrs. Boyd closed with the quotation which tells what the panel was trying to say. "If the teacher would only take opportunities to help these kids to know about the Indians in a good way like at Thanksgiving Time."

Johnson Awanohopay and the Menominee Ceremonial Dancers performed. The dancers and drummers gave a very delightful performance of Indian music and dancing.

The decorations were an Indian motif theme. The tables were beautifully decorated with Indian corn, bittersweet, gourds horn of plenty of fruits and vegetables. On tables were displayed Indian beadwork, baskets and reed mats. A beautiful beaded black dress worn by Mrs. Nellie Keshena, mother of Mrs. Boyd, and grandmother of Leslie and Lynn, was on display.

A delicious pot luck lunch was served. The menu consisted of Indian food, such as hull corn wild rice, venison, fried bread, sour dough bread and pumpkin pie, beside cake and sandwiches Mrs. Summers. Mrs. Kakwitch. Mrs. Joseph Sanapaw and Mrs. Bernice Waupoose were the hostesses.

The Executive Committee of the P.T.A. wishes to express their gratitude and thanks to a job well done by its members.

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MONDAY, JUNE 17, 1965

UPWARD BOUND PROGRAM OPENS ON JUNE 23

Menominee County students, who qualified for the Office of Economic Upward Bound Program, will arrive on the Ripon College Campus June 23.

"The purpose of Upward Bound is to provide a better chance for socio-economically disadvantaged boys and girls, whose talent might be wasted without creative experiments such as this. Our program emphasizes work with teenagers. Since Menominee County is rural, association with the Milwaukee students will give the Indian youths the opportunity to enter into dialogue with urban young people. Over 50% of the students in last year's program who haven't as yet completed high school have returned. The greatest number of participants will have just completed 10th grade They are still in the transitional state and need intensive attention and motivation to continue in their high school work and, hopefully, college," said the Rev. Jerry Thompson. Director of the program and Ripon College Chaplain.

"The students will have complete access to the college facilities and will be offered courses to stimulate their imaginations through cultural experience and work in the arts. They will be exposed to a new environment by living on a college campus and meeting people in the Ripon Community. The students will be surrounded by people who care for each of them as individuals," Thompson stated.

Subjects taught will be mathematics, English (a course to fill the gap between high school and college); Indian and Afro-American History, T.V. Communications, Physical Education and Health, and typing.

Of six students graduating from high school this year who have attended Upward Bound, all are going on to college. This Fall Ripon will have a Transistional Year Program for Upward Bound Students and others in addition to its standard academic curriculum This provides an opportunity for young men and women to earn college credit and receive necessary remedial work simultaneously.

Two Menominee graduates of this program are enrolled in TYP: Richard Pleasuroy of Neopit and John Tucker of Rt. 2, Shawano.

NONDAY, AUGUST 12, 1968

UPWARD BOUND CLASSES OUT 4TH YEAR

Students attending the Upward Bound Programs at Ripon College and Whitewater State University returned home the week of July 28, following disturbances at both campuses.

The major problem occurred at Whitewater, where 5 students were involved in a name-calling incident in the town of Whitewater. Upon returning to their dormitory, other students became aroused at the incident and barricaded themselves in one dorm. The town's police reacted with teargas, and the incident was ended. Students from Menominee County were

UPWARD BOUND CLASSES OUT 4TH YEAR

not directly involved in the incident because of the valiant efforts of Glenda Ladd, formerly of Keshena.

Ripon College concluded its fourth year of operation on Friday, August 2, following 6 weeks of instruction in Indian History, Math, English, Urban and Social Problems and Television production. The students attended classes in the morning, and participated in physical education classes in the afternoon. Evenings were occupied with seminars, discussions or educational entertainment.

The Ripon program almost closed out on a sour note when 4 people in their late teens entered the campus and created a minor scuffle with some Upward Bound students. University officials quickly dispersed the group and police were not involved.

A second incident involving only upward bound students occurred when an argument arose after some students were reported by others for missing the curfew deadline. However, the matter was taken up at a special meeting of all students called by Jerry Thompson. The students discussed ways of improving their relations with each other and with the non-students so that future incidents would be avoided.

INDIAN COLLEGE ESTABLISHED BY OEO

The Office of Economic Opportunity will establish the Navajo Community College on the Navajo Reservation at Many Farms Arizona. It will be the first college exclusively for Indians in the Country. The institution will combine regular courses with Indian History and culture classes, and is expected to have a new approach to Indian education.

The college is expected to open in January 1969 and have about 200-400 students. Students will be recruited from among Indian high school graduates.

The college will be temporarily housed in a new high school and is expected to become a model school dealing with rural population education problems.

MONDAY, OCTOBER 21, 1968

PROVIDE INDIVIDUAL COMPUTER PROGRAM TO ATTENTION FOR DISTRICT NO. 8 PUPILS

by Kerron Barnes

child who is average in every subject, but slow in math. Should he repeat a year of history, science, geography and English because he is poor in math? Under the present system, this is exactly what would happen.

Parents should ask themselves, "how much room does the present system allow for differences among individual pupils?" Currently, a child is placed in the first grade at the age of 6 whether or not he is mentally or emotionally ready for the first grade. A bright child might be able to complete the first grade work in half the normal amount of time, but he cannot currently get work at his level until he has waited for another 6 months, and been promoted to the second grade. Another child might need an extra 2 months at a first grade level is either passed into the second grade too early or kept in first grade too long.

The point is that each child learns in a different way, and at a different speed. A child may be ready for third grade math after only one year of school, and at the same time take two years to complete the English he would learn in first grade.

The computer console in front of the child in an electronic classroom deal with only one child at a time. It goes at his speed and lets him correct his own errors rather than having a teacher say he is wrong in full view of all his classmates. In addition, the computer can collect information about each child's learning habits, his interests, background and abilities, as well as recording his past performance. The computer thus has a better knowledge of each child than any teacher could have, and can use this information instantly to help that child learn better. The computer is aware of the learning style of each pupil and can adapt the instruction to fit that child's style of learning. This could not be done in the traditional classroom where one teacher gives basically the same instruction to everyone.

Such an individualized computerized instruction system is currently being planned and tested in District No. 8, at the Keshena school. At the end of a four year testing and planning period, a complete staff will have been trained, and the program, designed specifically for schools in this area, will be put into operation..

COMPUTER PROGRAM TO PROVIDE INDIVIDUAL ATTENTION FOR DISTRICT NO. 8 PUPILS

by Kerron Barnes

Many parents have felt or heard that computerized instruction is impersonal, or that because there is a computer console in front of a child he will get less individual attention. People often feel that having a machine do some of the work of the teacher means that the child is actually being taught by the machine itself. Parents often feel the instruction programmed into the computer is designed with the average child in mind and cannot help children with special problems or needs.

People who feel this way should consider the system now in use. A child is put in a certain grade at a certain age. He is promoted or not promoted at the end of the year; there is nothing for the student who falls between these extremes.

In the case of the a child who is ahead of his class in English but somewhat behind in math, there is little that can be done under the traditional system. If he is promoted, then his talents in English are likely to be frustrated by being kept at the level of everyone else, while his difficulties in math are likely to get worse, not better..

Or take the example of a

Cont. on back page

MONDAY, OCTOBER 21, 1968

SCHOOL DISTRICT 8 BEGINS 3-YEAR PLANNING PROJECT

by Kerron Barnes

Following the rejection of a large scale computerized classroom in the Keshena school, District 8 has begun an entirely new 3 year project which is designed to plan and develop a Computer Assisted Instruction (CAI) system for all the schools in the district. The project, which began this September is designed mainly to train the staff who will run the program. When completed, it is hoped the schools will begin to use computers to assist teaching. In this way, it is felt that each child will be self-paced, that is,

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he will learn at his own speed, rater than compete with classmates.

The basic concept is this: to create a whole new teaching environment in which children are not forced to compete with any group. In a sense, the child competes with himself — the system is so designed as to go at his pace. Thus the child does not give up because the work is too difficult for him, nor does he get bored becuse he is ahead of the rest of the class. As the child progresses in this system, he is given tasks that he can handle, and thus gains a great deal of confidence in himself.

Originally, District 8 had planned on using computer systems that were already available. School officials learned, however, that these systems were very costly, and that they might not be suitable for the district 8 schools anyway. Father than begin with an expensive system that might not be the right one, it was decided to begin training a staff who would then develop the exact CAI system needed by District 8.

The services of the University of Wisconsin - Green Bay, were obtained to train this staff. Five senior professors will train the local staff and assist them in developing the local CAI program. It is expected that the Keshena teachers will be sufficiently trained by late 1969, and that they will have begun developing, writing and testing of the CAI program by December 1, 1970. It is hoped that by the the end of the third year of the project, or August, 1971, a complete program and staff will have been developed and ready to be put into operation.

Monday, November 11, 1968

CONFERENCE HELD AT KESHENA PUBLIC SCHOOL

Approximately 90 area educators gathered at the Keshena Public School, Wednesday, October 30th for a conference sponsored by the State Department of Public Instruction.

State Department of Education Personnel explained the "follow through" project, this project emphasizes the necessity of following the child in his school life from the beginning of his entry into educational programs for as far as necessary.

The conference was dedicated to studying early childhood education. The morning program consisted of talks by persons representing the State Department, the Wisconsin Office of the Economic Opportunty and from the Director of Title 1. The afternoon session was divided into discussion groups, including films and showing of slides.

HIGH SCHOOL EQUIVALENCY PROGRAM

By Bob Koller

One of the programs for the people of our community is the High School Equivalency Program. The program is sponsored by the Office of Economic Opportunity at the University of Wisconsin in Madison.

If a boy or girl is between the ages of 17 and 22, unmarried, a drop-out from regular high school for at least a year and meets the O.E.O. qualifications for being poverty stricken he or

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HIGH SCHOOL EQUIVALENCY PROGRAM

she is eligible. (These qualifications are not hard and fast, however, and exceptions are made.)

All expenses, excluding clothing, are paid by the Program. You go to Madison and live in the finest University facilities. Through individual instruction counseling you become competent to passing a test called G.E.D. General Educational Development. When you pass you get your high school diploma which tnables you to be considered as a High School graduate for work or further educational purposes.

How long you are at Madison depends on your present knowledge. Some students are there from one month to a year. Whenever you pass the test you are through. This is unique from the normal school system where you must attend for four years. Everyone says this Program is fun besides being rewarding.

There are about 50 students in the Program and five teachers, plus counselors. You would be interested to know that Bob and Connie Deer, Jr., from our County are presently working with this program. The make-up of the group is Spanish Americans, Negroes, Indians and some whites. They come from all over the country.

There are openings every 3 weeks or so. More for girls than boys, but boys should not be discouraged from applying.

FRIDAY, JANUARY 31, 1969

COLLEGE CREDIT CLASSES WILL BEGIN JANUARY 29

The Wisconsin State University at Oshkosh and District 8 will be offering two college credit classes second semester for interested adults with a high school diploma. These courses are part of the sequence of courses being offered to enable residents of this area to earn one year of University credit at home.

The courses being offered are English and Music. English (3 credits) deals with English composition and will meet in room 201 of the Franklin School each Wednesday starting Jan. 27 for a total of 16 weeks. Music (2 credits) which will concentrate on music appreciation will meet in room 201 of the Franklin School each Thursday, beginning Jan. 30 for a total of 16 weeks. Both classes will meet from 7:00 to 9:30 p.m. and registration will take place at the first class period.

For more information call 536 2192 during the day.

AFTER SCHOOL STUDY PROGRAM EXPANDED

The After School Study Center at Keshena will be open on Wednesday nights, starting February 5, as well as on Mondays and Thursdays.

The undergraduate tutors from Stevens Point have been serving as volunteers in the program for three years and have done a great deal to help the 40 to 50 youngsters who attend each session. The students of Menominee County are expected to avail themselves of their expanded services.

Grace Davidson of Stevens Point is the director of the program.

ADULT EDUCATION CLASSES TO START

Night classes for adults who wish a High School diploma will begin February 11th at Franklin School in Shawano.

Classes will be held Tuesday and Thursday nights. Some of the classes offered will be beginning psychology, advanced psychology, beginning algebra, economics, English (short stories and poetry,) bookkeeping, typing, welding and knitting.

The fee for high school credit courses will be $10, for non-credit courses $2.00

For additional information contact Lary Lewis, program director of Adult Education (526-4940- or your Community Action Program, Menominee Courthouse.

MONDAY, MARCH 3, 1969

ACHIEVEMENTS OF NYC IN MENOMINEE COUNTY

Menominee County Neighborhood Youth Corps has been active in the county for three and one half years. During this period, NYC has been very successful in obtaining specialized schooling for over 80 responsible young people.

During the years of NYC's activity, over 75 Corps enrollees have graduated from High School.

Approximately 450 young people have been enrolled in the Neighborhood Youth Corps over the past three and one half years.

The following are the work

ACHIEVEMENTS OF NYC IN MENOMINEE COUNTY

slots that have been authorized in the three year period:

From June, 1965, to September, 1965 — 65 enrollees;

From September, 1965, to June, 1966 — 32 enrollees;

From June, 1966, to September, 1966 — 85 enrollees;

From September, 1966, to June, 1967 — 125 enrollees;

From June, 1967, to September, 1967 — 150 enrollees;

From September, 1967, to June, 1968 — 100 enrollees;

From June, 1968, to September, 1968 — 125 enrollees;

From September, 1968 to present — 62 enrollees

There is a definite noticable improvement in the attitude of the young people in regard to their obligations to themselves their homes, their school and their employers.

VISTA HELPING IN BUSINESS TRAINING

Scott Doughty, who has been serving as a Vista Volunteer in Menominee County since last August, will begin a training program for prospective small businessmen and women in early March.

The purpose of the program will be to prepare Menominee County people for jobs in the new co-op, the Visitor Destination Center and any other businesses that may open in Menominee County in the near future.

It will not be a comprehensive business training course, but an introduction. More advanced courses are available outside the county.

Mr. Doughty, who holds a business degree from Ohio State, specializing in restaurant management, has been involved with training the staff at Menominee Trails Tepee, in modern restaurant methods. Plans are to make training in Restaurant management available to other interested people in Menominee County beginning in March.

MONDAY, MARCH 17, 1969

INTERN TEACHERS

Four University of Wisconsin interns are now teaching in the Neopit and Keshena elementary schools. All four are graduate students in the elementary education teacher internship program.

Miss Vicki Harwick, a graduate of Juaniata College in Pennsylvania and Miss Ann Wiemers a graduate of Kalamazoo College in Michigan are teaching in the 4th and 5th grade team at Neopit. Miss Adelaide Gumatr is the team leader.

At Keshena Elementary School under the direction of Mrs. Viola Bohr, Miss Alice Selden, a graduate of Oberlin College in Ohio and Miss Betsy Newcomb from Mt. Holyoke College in Massachusetts, are team teaching in the 1st grade.

This is the second year intern teachers from the University of Wisconsin have been teaching at Neopit and Keshena. All four live in Neopit in the duplex apartment owned by Mr and Mrs James Webster Jr. They are the only public school teachers living in Menominee County.

Interns are selected for their special interest in teaching Indian children. They come to the University with bachelor's degree in liberal arts, have experience at the University in a summer laboratory school working with and teaching children, and complete course work in

INTERN TEACHERS

methods of teaching in the elementary school before doing their internship teaching in teams.

Every other week, Mr. Roland Belisle, a University supervisor, spends a full day working with interns and the cooperating teachers, Miss Gumaer and Mrs. Bohr, to improve team teaching operations and instructional methods to make education more meaningful for Menominee children. Prof. John Antes, coordinator of the internship program, visits the teams periodically to give assistance to the interns and to help in bringing new ideas and materials to be used in the schools.

The University has made definite commitment to improving education for Indian children in the internship program. Because interns selected for teaching come to their job with a positive attitude toward Indian children and a desire to see each child has a chance to succeed, some exciting and wonderful learning has taken place these past two years. At Neopit a Menominee culture class was started by the first interns assigned there, Miss Betsy Reeve and Miss Karen Hansen. The myths and legends of the Menominee, the language and the rich history of the people were studied by the children. Indian parents and others in the community were brought in to teach the myths and legends and history from an Indian point of view. From the discussion and writing children did it was certainly evident that students enjoyed this study and developed a pride in being Indian. According to one teacher "This was one day the students didn't want to miss!" This is what the University has tried to encourage. Indian children should have the opportunity to develop pride in themselves and their Indian culture, to learn to think critically and to make decisions for themselves.

Other activities carried out by the interns and their experienced team leaders include an all-school art show last spring at Neopit; a creative language arts program in writing at both Keshena and Neopit, and science experiments in studying living things and the chance to do some dissecting of a cow's heart. This spring interns are planning to start a teaching unit in outdoor education and will have naturalists from the Menominee Trails assisting them.

Professor Antes has enjoyed the opportunity of working with interns and the public school system these past two years and hopes that there will be a long and close relationship between the University of Wisconsin and the people of Menominee County, especially with the elementary school children and their parents. Educational ideas and materials are constantly changing. The University can be of help in bringing new ideas into the schools and can also help develop better understanding of what Indian parents want for their children in the schools.

MONDAY, MARCH 17, 1969

CHILD CARE CENTER

from home.

The next group range in age from 15 months to two years. The teaching of these children consist mainly of limited toilet training, getting them acclimated to a situation where they are forced to interact with their peers in constructive manner, teaching them to share, and helping them with their speech. Most of the time, much to the delight of the children, is spent learning to share during the course of playing.

The third group is made up of children from 2 years to 3 years old. Armed with the knowledge and experience of two to three years of functioning in American society they come fully prepared to be graduated into their new role as "big kids." They do basically the same things that the 14 months to 2 year old children did but on a slightly more intense scale. By this time they are fairly well adjusted to the routine of mixing business with pleasure although they can seldom tell the difference.

The fourth group is the largest of the six and they are from 3 to 4 years of age. These tykes are taught good eating habits, personal hygiene, word-object association, very elementary abstract thinking, eg. building a recognizable structure from blocks of wood. They begin to work with finger paint, scissors, paste, paint brushes and paper. Some of these children are enrolled in the Headstart program at the Center.

The 4, 5, and 6 year old children are made aware of what is expected of them when they start to school. Many of them are already attending school for one-half of the day and spend their mornings at the Child Care Center. A relatively wide range of instruction and training are open to these children. They make regular trips to the library where they may check out books that will be read to the group by one of the teachers at the story time period They see educational and entertaining films which are of interest to them. They get their first real classroom experience in reading and writing at this level.

Each child enrolled at the Center gets breakfast and lunch They have a nap period from 12:00 to 2:00.

The Center employs a director, an assistant director. a cook, a custodian three professional teachers 12 teacher aids, and two community aids.

Applicants for jobs at the Care Center must apply thro the Community Action Program office. Applicants must be within the current poverty index, willing to learn as well as teach patient, warm and understanding.

If the parents of the enrolled child is above the poverty index level they are required to supply part of the cost of keeping the child at the Center. Parents who are within the poverty index are not required to pay for the keeping of the child.

The funds for operation of the center come in the form of a grant from the Federal government. The County matches the government grant in the form of available building space and ability for management of the Center. The majority of the money from the Federal government is supplied through the Headstart program.

MONDAY, MARCH 31, 1969

BOOK REVIEW

EDUCATION AND ECSTASY

George Leonard

Think back over your own formal education years. How many good teachers did you have during that 8-13 or even 16 year period. By 'good' we mean how many teachers made an impact, created an everlasting influence on your life. If you're lucky you might put one or even two into that category. When you are forced to ask yourself why that teacher was influential on you the answer will be something like this: "Something happened in that classroom. There was a change on my part, other students, and, yes, even the teacher changed! In short, it was a joy to study with and for that teacher."

These are the kind of things that the author of this recent library edition, George Leonard, discusses in his book, Education and Ecstasy, Leonard says, To learn is to change. Education is a process that changes the Learner."

Of course it is easy to blame teachers and administrators for the stilted earning program often found within our nation's schools, but the fact is that so much of society demands this kind of process. We, parents, are to blame because we put more emphasis on order than creativity. We want conformists and not individuals. We want education to be a hard discipline instead of joy. We would rather make decisions for the child instead of letting him decide things on his own. In effect schools are often representatives of a white-middle class society that will not allow education to be an end in itself. We study the three R's "in order" to do something else. It is never an end, which it ought to be.

But let's get specific about the implications of this book for Indian people. Schools ought to represent the desires and the needs of the Indian people themselves. The school and the culture should not conflict but should be harmonious.

How do these things come about? Here are some suggestions:

1. All the people of the community have to begin to think and talk about education. They must make known their feelings.

2. They should be in contact with teachers and administrators about the schools.

3. They must be in contact with the school board, who is ultimately responsible for the school's program. Perhaps even running for a position on the school board when elections come about.

4. They must read books like Leonard's to see what is going on, why it is going on and what needs to be done to change things.

MONDAY, MAY 5, 1969

VOLUNTEER TUTOR PROGRAM

Mrs. Grace Davidson is the director of the voluntary tutor program sponsored by the C.A. P. of Menominee County. There are 39 tutors who come to the study centers twice each week, from the State University of Stevens Point. Mrs. Davidson is formerly from Kansas. She has majored in English and Spanish. She keeps a record for her own purpose of the times that each tutor comes to teach at the study centers.

The study center at Neopit is presently held at the Neopit Public School. The Keshena study center is held in the upstairs of the recreation hall. The study centers are open twice each week on Monday and Thursday nights from 7 to 9. On the average there are about 13 tutors that come on each trip They come by bus which is driven by a well known tutor Wayne Olson. Wayne has been coming to Menominee County the past three years.

Two-thirds of the tutors are dropped off at Keshena and one third go to Neopit.. The tutors have developed a close relationship with our children here. They look forward to their trips here, getting away from the campus for awhile, breaks the monotony. They also enjoy the friendly visits and work with our children.

Mrs. Davidson stated, "The comment from the Menominee students was they like the study centers because they feel free to ask any question of the College students because they are just kids themselves."

There are two Menominee students who are with the tutors from the University. They are Tony Amob and LaVonne Crowe This is Tony's first year as a tutor, whereas, it is LaVonnes' third year. Tony is the son of Mrs. Lillian Amob but is presently living in Green Bay, and LaVonne is the daughter of Mr. and Mrs. Ray Kaquatosh. Hilary Waukau Jr. was also a tutor while he attended the University, but at present is employed.

Some of the other students who take so much pride in tutoring the Menominee children are Kelly Conrad who helps on the Upward Bound program as well, Kelley Sadtler, two years tutoring, is a Science major, helps also in Chemistry and Algebra, Jim Evers, teaches Math, Geography and Science.

The Neopit study center is supervised by four intern-teachers from Madison who are teaching presently at the Neopit Public School. The Keshena Center is supervised by Mr. Ronald Nelson, a teacher from Franklin School, Shawano.

Mrs. Davidson said, "There are three outings held on the University Campus for the kids from Menominee County." A Halloween party was held at the Watson Hall for 69 children from here, which made up two bus-loads. They toured the Campus and through the National Science Museum and saw animals, snakes, and wild life collections. At another time 21 high school students spent the afternoon with the tutors at Stevens Point. Lunch was served to them in the Student Union. They toured the Planetarium show in the science building. They had folk dancing classes, and gave a show. Mrs. Stella Smith, Mrs. Arlette Mahl, and Mrs. Theresa Webster accompanied the students from Menominee County as their chaperones.

WEDNESDAY, MAY 21, 1969

ADULT BASIC EDUCATION PROGRAM

Twenty-five adults from Menominee County have recently completed a course in Adult Basic Education at St. Anthony's School in Neopit, and St Joseph's at Keshena. These adults are taking advantage of the opportunity afforded them by the North Central Technical Institute, Wausau, to furthe their education in basic r eading, English, and math.

Under the capable leadership to Mr. Lawrence Hoyt, Director of the Program; Mr. Robert Sorenson, Administer of Field Services; Mr. Alvin King, Adult Basic Education Supervisor, and Mr. Myron Wandrey, Area Coordinator, the enrollees in the Anthony s and St. Joseph's have access to excellent programmed materials and audio-visual learning aids.

In the two hour sessions on Monday evenings from 7:00 to 9:00 p. m. the teachers are able to spend a large amount of time with individuals. As a supplement to the teacher-student ratio, the program involves, the use of special equipment and reading, English, and math techniques. Among these are the Mott Basic Language Skills Program, Practice Reader, Reading for Meaning, and McCall Crabbs' Silent reading tests.

Adult education is a program for the education of men and women for the responsibilities they have as adults develop facility in meeting their needs as employees, as individuals, and as citizens of a community, and within the program, attention is given to providing the help that many adults need to assume their share of responsibility for maintaining a sound family life.

These adult classes are open to all interested adults who are over 16 years of age and are not regularly enrolled in a high school, and who wish to further his or her education.

Wednesday, May 21, 1969

EDUCATION RESEARCH

Mrs. Karon Sherarts from the University of Minnesota with the National Study of American Indian Education is presently making a survey on all of our county schools, and all of our district schools, wherever, Indian students are attending Mr. Havighurst in Chicago is the director of the study. The Advisory Committee is composed mainly of Indians who direct the operation of this program. This committee have helped to make up the questionaires.

The purpose of this study is to determine the kind and quality of education that the Indian students are receiving. This is being done nationwide among Indian students to help determine the high drop-out-rate cause, and these people are eager to help these students, with their problems relating to education. The Indian leaders are concerned about the kind, and quality of education, which the students are receiving. Other places they are doing this research work are Minneapolis, and St. Paul, Redwing, Minnesota, Chicago, Illinois, and Los Angeles, California.

To help interview the parents in Menominee County, Karon has hired five women from here namely Regina Webster, Chantel Otradavic, Mary Liz Martin, Mabel Dickie and Myrna Pe-

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MONDAY, June 9, 1969

TEACHER AIDE POSITION

The Title III Project of Joint School District 8, Planning Individualized Learning Experiences will be conducting a summer school for boys and girls of Menominee County.

There is need for four full time "Teacher Aides", two in Neopit and two in Kshena, who will be trained during the summer school for fuil time employment. Qualifications are as follows:

1. Applicant must be resident of Menominee County, either male or female.
2. Must be resourceful and have demonstrated reliability.
3 The person should be flexible imaginative and work well well with children and adults.

Applications are being taken at the Keshena Public School, Project PILE Office. phone 799-3382, G eorge Koons, Project Director. Anyone desiring full time employment and filling the above qualifications may come in or phone for an appoint ment. The deadline for applications is June 13, 1969.

WEDNESDAY JULY 2, 1969

ADULT EDUCATION

Mr. Larry Lewis, the director of Adult Education for District 8, had an enrollment the past school year of 1968-69, of 193 adults.

In the beginning of the first semester only one adult from Menominee County Mrs. Orman Waukau Sr. attended the night classes, and received her high school diploma on June 12th. When the second semester opened there were 17 Menominees who attended classes. These classes met every Tuesday and Thursday evenings, from the middle of January to the end of May.

The courses that were offered this past school year were Eng. 8, Communications, General Psychology and Advanced Psychology, Bookkeeping, Typing and Knitting. Several Menominees were enrolled in the Psychology courses.

Anyone desiring information for next Fall's Classes should contact Mr. Lewis, phone number 526-4940.

TUESDAY, JULY 22, 1969

REMEDIAL READING

The Community Action Program sponsored a remedial reading program at the St. Anthony's School in Neopit, and St. Joseph's School in Keshena. Eighty Menominee children from grades four through eight participated. Thirty-four from Neopit, and forty-six from Keshena.

These children were tested in September and again in January and in May. These are the children that were found to be reading 6 months to 3 years below their regular grade level. The results of these tests showed that the children have profited by their participation in the remedial reading program. After tabulating the scores in the tests and having studied the outcome, a program was devised to meet the needs of these individual students who were placed in class groups of four or five.

The main drawback to better reading seems to be a lack of reading material in the homes and in certain cases, frequent absenteeism. There has been a marked improvement, though, in a desire to learn to read better. This seems to stem from the fact that some parents were taking adult courses in reading in evening classes which has a positive reaction on the thinking of the children. The clinicians for the remedial reading groups were Sister Claretta of St. Anthony's School, and Sister Socorro from St. Joseph's School.

TUTORIAL PROGRAM

The After School Study Program has been sponsored for the past four school termsi n Menominee County by the Menominee Community Action Program.

During the past school term, the tutorial services for school children was held in the Keshena Recreation Center and the Neopit Public School on Monday and Thursday evenings 7 to 9 p.m. An average of 60 students took advantage of the available help with their studies

The Director of the After study program was a resident of Stevens Point and recruited college student volunteers to tutor local individuals in their subject matter.

The after school study center program will be operated again next fall beginning about the 1st of October and Monday and Wednesday evenings. Especially junior and highs chool students should be encouraged to participate in the after school study program. The tutors are very helpful and friendly.

MONDAY, OCTOBER 13, 1969

ADULT BASIC EDUCATION

Starts Mondays and Wednesdays, October 6, 1969.
Time ..... 3:30 to 4:30 P. M.
Sessions 25 Weeks (50 Sessions)
Place St. Anthony's School Neopit; St. Joseph's School Keshena
Registration Fee NONE

This class is designed for persons over 18 years of age, who wish to raise their reading, writing, arithmetic, English spelling or speaking abilities to the eighth grade level of anhievement.

Persons may attend the class only long enough to reach some personal goal of achievement, or until they reach the eighth grade achievement level in each of the areas of study. Each student is taught individually in the subject areas of his or her choosing.

The purpose of this class is to assist adults to make a better life for themselves by becoming more employable, by enabling them to advance on their present job, or by simply making their lives more worthwhile. Persons will not be questioned as to their reasons for taking the course. There will be no charge of any kind to the student for registration fee, tuition or instructional materials.

For more information, please call Mr. Alvin G. Klug at the North Central Technical Institute (8:30 a. m. to 3:30 p. m.) 675-3331 extension No. 208, or at home evenings 675-6033; and /or Sister Claretta, St. Anthony's School in Neopit., and/or Sister Mary Amelia Heck, St. Joseph's School in Keshena.

This Class is for Community Action Program People Only

Didn't Finish High School? Need A Diploma? ! !

Starts Monday eve., Oct. 6, 1969
Time ------ 7:00 to 9:00 P. M.
Sessions ..... Eighteen
Place-St Anthonys School Neopit

If you haven't finished high school and do not have a diploma, there is a chance for you to get a diploma in your community. Most employers ask for high school diplomas and those people having diplomas earn more than those without.

We are offering the following classes for high school credit:

1. English
2. Social Studies
3. Mathematics

HIGH SCHOOL (HEP) EQUIVALENCY PROGRAM

An "On Campus" high school equivalency program will be held at the University of Wisconsin, Milwaukee, during the academic year 1969-1970.

This program, funded by the Office of Economic Opportunity, is aimed at assisting high school drop-outs between the ages of 17 to 22 successfully pass the General Educational Development (GED) examination there by achieving high school equivalency certification. The program will further endeavor to assist students in job training and eventual job placement.

Participants in this program will receive a $10.00 stipend per week. All educational materials, room and board are provided.

Mr. Jack Jagner, Program Director, states he wants to make it "crystal clear" that students presently in high school should not expect to drop out and get into this program. Students who apply for admission into this program should have been out of school for at

FRIDAY, MAY 1, 1970

AFTER SCHOOL STUDY CENTERS

At the close of the first school semester which is from October 1, 1969 to December 31, 1969, 137 students enrolled in the After School Study Centers. This includes both the Neopit and Keshena Study Centers. The Study Centers had planned to accomodate 100 students. This figure given of 137, makes 37 students more using the After School Study Centers than were orginally planned for. There were 25 study center meetings held throughout the semester.

There were 84 students from the ages of six to 15 using the study centers. From the ages 16 to 21 there were 53 students enrolled, 134 were American Indians and three white students. There were 55 boys and 82 girls.

The After School Study Centers are open every Monday and Wednesday nights from from seven to nine o'clock. The Keshena Study Center is held in the upstairs of the Community Center. Ron Nelson suervises the Keshena Study Center and Carol Dodge supervis-

INDIAN SCHOLARSHIPS FOR LAW STUDY

For the fourth year, the University of New Mexico School of Law will offer a Special Scholarship Program in Law for American Indians. The purpose of the program is to encourage American Indians to attend law school and to assist them during their law school career. Students selected will receive grants sufficient to defray expenses (including living expenses for themselves and their families) during the summer portion of the program and the first year of law school. It is anticipated that the scholarships will be renewed during a student's sscond and third year of law school.

Approximately 35 applicants will be selected to participate in the summer portion of the program which consists of a special eight-week session during which the students will receive an introduction to legal studies. Regular law school courses will be offered along with special courses designed to develop law school performance. Legal writing will be emphasized and a course on the current legal problems of particular interest to the Indian community will be given. Individual attention will be given each participant to assure that he is obtaining the maximum benefit from the program.

The summer session will commence on the 15th of June, 1970 and run through August 7, 1970.

For the summer session, single students will receive a stipend of $500.00 for living expenses. Married students will receive $800.00 with additional allowances for married students with children. There will be no charge for books or tuition and a travel allowance will also be available.

For the academic year, the li ing expense stipend will be based upon need but will not exceed $2,400 for a single student. Allowance for each dependent will not exceed $500.00. Thus a married student with 3 children would be eligible for up to $4,400 for living expenses during the academic year. For additional information contact Harry Collins at the Keshena court house, telephone 799-3311 ext. 4 8.

Monday, June 1, 1970

NYC WILL INCLUDE REMEDIAL EDUCATION

The Neighborhood Youth Corps program, designed to provide summer employment opportunities for disadvantaged youth, will for the first time this year include remedial education as a significant program component. The Labor Department noted that "enrollees who need assistance with their studies to encourage them to continue in school until high school graduation may spend up to 10 hours of each week's compensated time in educational programs."

Some 328,000 youths from poverty income families will participate in the 1970 program. Federal funds totaling $146,412,000 will be used "to provide earnings, work experience, and supportive services to poor family youths to stay in school and potential school dropouts to encourage them to return to school in the fall, "the Labor Department reported." Programs this summer will stress future employment training, rather than "make work," often used in the past.

The country's 50 largest cities will receive $59 million of the total, including $11.7 million for New York City; $8.7 million for Chicago; $4 million for Washington, D.C.; $4 million for Los Angeles and $2.6 million for Detroit.

NYC WILL INCLUDE REMEDIAL EDUCATION

Mr. John Cherrier, Director of the Neighborhood Youth Corps (NYC) in Menominee County will also be taking an active part in the Remedial Education program. He is in the process of trying to get University students to come in and instruct and tutor the enrollees of the N.Y.C. summer program. She is the daughter of Mr. and Mrs. Henry Dodge of Keshena.

James Reiter, student from Ripon College, Jeannine Ladd from Stout State University and Orman Waukau Jr. from St. Norbert's College will assist with counseling duties at Ripon this summer.

Robert Grignon, senior from St. Norbert's College is the new Assistant Director replacing Hilary "Sarge" Waukau, in the Ripon College Upward Bound Program.

Both programs will start on June 21st and end on July 31st.

UPWARD BOUND PROGRAMS GETS NEW GRANT

The sixth annual Upward Bound Program for Ripon College and the Project Upward Bound at Stevens Point State University have been refunded for the 1970-71 term. Reverend Jerry Thompson is the director of the Ripon College Program and Miss Ada Deer is the director of the Stevens Point University Program for the Upward Bound. These programs are federally funded.

The Ripon College program will have about sixty students from Menominee County, including the students who are being accepted at St. Norbert's College as "bridge students." These are students who are preparing to enter the regular college courses in the fall term. The Stevens Point Program accepts about 70 students from all parts of Northern Wisconsin, including Menominee County.

Carol Dodge, Head Start teacher from District No. 8 will be one of the instructors in the

MONDAY, JUNE 1, 1970

KESHENA SCHOOL NEWS
by Mrs. Schmidt

Keshena Primary Children Tour Green Bay!

Grade Two under the direction of Mrs. Muck, Mrs. Baker, Mr. Belisle, Mrs. Penass and Mrs. Strauss; and Grade Three under the direction of Mrs. Schmidt, Miss Thousand and Mrs. Walker took a most enjoyable and meaningful tour to Green Bay as a culminating activity to units that had been taught in the two Social Studies Classes.

Both classes had finished a unit of study on Transportation and Communication and "The City" so both classes toured the W.L. U.K.-T.V. station and the Austin Struabel Airfield. Explanation was given to them from the weather station at the airfield of the effects of weather on flight procedures, how the flights are scheduled from the control tower. They also received a wonderful view of the field from the tower. At the T.V. station they had lights, cameras, settings for shows carefully described and they were allowed to be in the control room viewing the programs as they are brought in on tape from distant places.

Besides having a most enjoyable ride on a miniature steam engine train, Grade Three received historical coverage first hand in the museum of the development of the railroad past to present.

Grade Two toured the city while Grade Three was at the museum. They were taken to see special divisions within the city - urban, suburban, rural small business, heavy industry, light industry, etc. Both classes enjoyed a picnic lunch at noon with pop for refreshment.

Many thanks should go to Mr. Ronald Belisle who contacted the places for us and made final arrangements for the trip. We also wish to thank the capable bus drivers and the mothers who willingly and graciously gave of their time and who did a very nice job of chaperoning the youngsters. The mothers who accompanied us were: Mrs. Gordon Dickie; Mrs. Andre LeMay; Mrs. Richard Dodge; Mrs. Robert Boivin; Mrs. Henry Wychesit and Mrs. Roland Parker.

SUMMER SCHOOL

PRE-SCHOOL

There will be a pre-school program at Keshena and Neopit for all four year olds. This program will begin on June 15th and last until July 24th. There will be morning sessions as well as afternoon sessions. Transportation and noon lunches will be served for these children. All parents who have as yet not enrolled their children in this program, please do so as soon as possible. If you have any questions, please contact Mr. Boyd Simonson, Principal.

ELEMENTARY

Selected students from the 3,4, and 5th grades who will really benefit from a remediation program in reading and mathematics and who have been selected by the staffs of the two schools in Neopit and Keshena will participate. The classes will meet only during the morning from approximately 8:30 to 11:30 a. m. Transportation will be furnished. The program will start on June 15th and continue until July 24th. If you have any questions regarding the program, please contact Mr. Boyd Simonson, Principal.

Thursday, June 18, 1970

SHAWANO HIGH SCHOOL COMMENCEMENT

ker at this commencement 1970. But I am not so naive as to believe that you chose me because of some state-wide reputation as a commencement speaker. I was chosen because I have fifteen special friends in this class Menominee County young men and women, who have been a part of our Ripon College Upward Bound program. In reality, you are honoring them not me. Without them I would not be here. I am also proud to announce that eight of these fifteen young people plan to matriculate at St. Norbert's College in the fall, fully scholarshipped; and one will attend Stevens Point State University. I couldn't be happier for them and I am sure the whole community joins wiith me in this word of commendation.

And I thank the other members of the class of 1970 for acceding to the wishes of the Menominee County minority on this occasion.

These graduates are completing an epoch of their lives tonight, a segment, a fragment of the time with meaning. Very often we mark epochs by great joys or great sorrows, by stirring successes or by staggering tragediies. On a grander scale, it is demonstrative of the tragic in our national existence that we mark epochs of time by our involvement in wars. God speed the day when we begin to acknowledge high points in time in a more humanitarian way.

I would like to discuss an epoch of my life which began in the summer of 1965 not only because it is meaningful to me in a very real way, but because it has revelance for this community, and for our nation as a whole.

The end of an epoch, four years in high school for these graduates, means that they turn their eyes to the future. My concern is to whether or not the future for these young people will be open or closed. Our attitudes as citizens of this nation can make a difference as to whether we shall enjoy an open, optimistic, future or whether the future holds only despair and chaos, and repression.

The epoch I want to discuss began in June, 1965, and it has not been completed. And I bring it to you, the class of 1970, because it is a microcosm of your world and a possible approach to life styles that may apply to your future. In June 1965, I was named as the Director of the Ripon College Upward Bound project, a component project of the Menominee County Community Action Program. Ripon College and I became the servants of Menominee County. Upward Bound was their program, it could only continue at their desire. If the program did not make sense to the parents and the students it would have to quietly fold up its tent and quietly dissolve into the sunset. But the program has continued and we see some of the fruit here tonight, Upward Bound, in cooperation with the parents and the Shawano Schooll system shares in the accomplishments of these fifteen young people. The lions share of the credit goes to their parents & the young themselves Shawano High School takes its rightful portion, we in Upward Bound stand on the sidelines and cheer and bask in reflected glory.

During this six year epoch, I have learned some vital life-enhancing lessons from my associations with the Menominee County Indians, lessons which are crucial to the future of our nation and our world. I would like to share three of these crucials insights whoch I have learned from my Indian friends

First, they have impressed me with the very important life-enhancing fact that the essence of the way a society and world gets along with its neighbors is not by cut-throat, unbridled competition, but by cooperation, sharing and giving. I come out of a competitive background. Nothing is more competitive than athletics and for the most of a vocational life I worked as an athlete and coach I still love athletics and I love all kinds of games, but I love them for the fun of playing, still, I'm frightened when eminent professional and college coaches begin to preach that you have to hate and figuratively "kill" an opponent in order to win. It's quite easy to take those attitudes and carry them over into foreign relations, and our nation begins to become obsessed with winning in Veitnam and Cambodia and winning can only mean to destroy, to liquidate, to vaporize an opponent.

My Indian friends love games and they love to compete, but in their real culture and tradition they are much more concerned with cooperation, sharing and giving. They are sometimes piquantly embarassed to become too big a star whether its in the classroom or the athletic field. Some of them still carry over from their ancient heritage a value system which places a premium on giving rather than accumulating. For many of them a material possession, a thing, is valuable only when it can be shared or given to a friend or relative, not when it is hoarded for self aggrandizment. Accumulation of things is not nearly as vital to them as the deepening of personal relationships and friendships. They are more concerned with the great masses, the mediocre or even the losers than they are for the few who accumulated the much.

If you are to have an open future, friends of the class of 1970, I urge you to listen to the Indian drums.

Second, I have learned that my Indian friends, when they are true to their traditions, are not nearly as critical, as judgemental of their friends when it comes to what we in the white society call conformity to the standards of the dominant community. In my work as a chaplain, I often run into problems of white-suburban young people being kicked out of their homes because of some ethical slip. This is not the Indian way. He or she always has a family, a home to come back to. And

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Thursday, June 18, 1970

SHAWANO HIGH SCHOOL COMMENCEMENT

traditionally, the Menominee is much more willing to accept diversity than are we in the dominant society. In our society today, we appear to be putting a premium on conformity. To me this is un-American, unpatriotic and has within it the seeds of fascistic way of thinking. Traditionally, we Americans have been proud of our diverse nation. we were a nation of immigrants and we prided ourselves that we made room for the orthodox Jews with their funny little hats and their beards, we accepted the Amish with their strange garb and their aversion to electric lights and motorized transportation. All were welcomed.

My Menominee County friends congruent with the American way impressed me with the scope of their acceptance of diversity time after time. They accepted their black friends in the program from Milwaukee and regarded them as brothers and sisters. They taught me to accept the fact that there are murderers and saints among both the clean shaven and the bearded. They taught me as an athlete to accept the cripples the rich to put on the shoes of the poor, the Christian to listen, to get into dialogue with the marxist. They taught me not to judge a person by what he wears, but by who he is. Hearken, my young friends of the class of 1970, to the Indian drums.

Finally, during this epoch, I have learned to really love nature by virtue of my association with my Menominee friends My real Menominee friends have an intuitive feeling for the oneness of man and nature, a real spiritual kinship. Most of them stand in awe of the stately timbers of Menominee County, the clear waters, the fish and game, the roaring spring storms, the sparkling heat of summer and the ravaging, biting cold of winter. They weep when their land is raped in the name of progress. They are repelled by compulsive slaughter of animals or man. The Menominees would die before they would pollute the Wolf with mercury, in order to make money for some stockholders. Listen, young friends to the Indian drums. Be prepared to sacrifice for clean air and water, the essentials of life.

Yes, I truly hope there is such a thing as Indian-power. Indian power can mean many things, the power of the appeal to the conscience of America. Isn't it strange that those who have suffered the most, return to quicken our consciences.

It can mean live and let live. It can mean acceptance of the diverse and the different It can mean love of nature and life and people. And I agree, and I cry hallelujah. By their style of life, they dramatize those sensitive areas of human existence, that sensitivity to man and to nature that has a contagious quality. Many of the young whites in the universities today are saying by dress and attitude that the Indian has something to teach us — so they mimic the Indian in dress and habit—they thirst for knowledge about Indian ways, they read his books, they long to learn how he prepares his food.

If Indian power means that the Indian wants to get a decent wage for his work, I cry "Amen" I am embarrassed that the average income per capita in Menominee County is the lowest in the state. If Indian power means that they have to take over Alcatraz to dramatize to the nation — to try to get the sensibilities of our nation — that we white caucasions have plundered their lands and abrogated our treaties., I'll buy that form of Indianpower.

If Indian power means that the people of Menominee County are going to use legal and moral pressure to make sure that they get a quality education in District 8, if they're beginniing to be concerned at the drop-out rate in schools, if they begin to wonder if their youngsters are drop outs or push outs from the school system, then I'm still shouting "Amen".

If Indian power means I am proud of my Indian heritage, then I cry "Right on brother". If Indian power, however, means that they plan to get out their deer rifles and 12 gauge to shoot it out with the dominant society, I'm going to counsel them, "peace brother." Peace brother because obviously you haven't got the fire power but more significantly, it denies your very nature. You start that kind of talk and your fate will most likely be little different from that of Mark Clark and Fred Hampton in Chicago. Violence is not the answer. It may be the way we white men carry on, but it's not your bag. We white have used all kinds of violence to help the Indians in their places, guns, massacres, forced murders, concentration camps and drugs, espeecially the drug alcohol.

Drugs can be effectively and invidiously used to control a people. Alcohol is the primary drug. We have 300,000 addicts to alcohol in Wisconsin today. Now the use of drugs is expanding and it is a way of pacifying not only the Indian and the ghettos but the young. Drugs are escape mechanisms, you lose contact with reality. If you are on drugs (alcohol, marijuana, heroin, et. al.) you forget about the illegality, the immorality of Vietnam or Cambodia, you forget about the problems of pollution, poverty, population explosion, you forget your families.

No, my friends, if your thinking that violence will get the job done, forget it. Only life-enhancing programs will do that, only Indian ways congruent with life and nature.

Yes, Class of 1970, America needs to enact new options, we need a new vision, an open future, but it begins in our hearts and our attitudes toward life and people.

I would leave as wish for your future, a rhetorical gift to the Class of 1970, the words of a Navajo prayer:

Before me peaceful
Behind me peaceful.
Above me peaceful
Under me peaceful
Everywhere peaceful.

Peace be with you.

THURSDAY JUNE · 1970

"EASE IN" STUDENTS

On Sunday, June 14, 1970 five students from Menominee County reported to the University of Wisconsin, Stevens Point for the summer program "Ease In."

"Ease In" is a program for college bound students and is part of "PRIDE," the same program which supports the Upard Bound and supplies the tutors for the Keshena and Neopit After School Study Centers.

"Ease In" is a privately funded program and represents as it implies, an introduction for the student to college life. The student is able to take three credits in the summer aftetr credits in the summer after plus additional work in areas needed.

The students from Menominee County taking advantage of the "Ease In" program are: Roxanne La Rock; Joylyn Fish; Leslie Ann Penass; Jerry Shawano and Louis Tucker.

Mr. Robert Powless, an Oneida Indian is the Director of the "Ease In" program.

SHAWANO NATIONAL BANK SPONSORS MOVIE

The Shawano National Bank sponsored a field trip for the Neopit Public School students grades 1 through 5 on Tuesday June 2, 1970.

Three school buses departed from the public school at 8:45 a.m. and returned at 12 noon.

The children enjoyed seeing the movie, "My Side of the Mountain." Before the movie started Mrs. Reilly owner-operator of the Crescent Theater described how a picture is shown and explained the operations of a theatre.

The teachers, teacher's aides and volunteers accompanied the students as chaperones.

The main objective of the trip was that the student would be able to:

(1) relate thhrough oral or written expression, or illustration;

(A- necessity of proper social behavior while attending a public place.

(B) his exposure to vehicles of communications, the theatre the operation of and the city of Shawano.

C) his expression of films as a way of oral-visual communications.

(D) his practice of courtesy, through thank you letters.

Monday, July 20, 1970

OUTREACH PROGRAM

Since the beginning of the Outreach Program which started in August of 1968, five workers were hired. These workers are under the supervision of Miss Ellen Elfner. First to be hired were: Mrs. Barbara L. Wescott, South Branch; Mrs. Gloria C. Peters, Keshena; Mrs. Helen C. Melotte, Keshena; Mrs. Beverly T. Madosh, Neopit; Mrs. Rose E. Fish, Neopit. Each of the workers were assigned to work in the area where she resides. Last but not least to be hired was Mrs. Marceline Sanapaw of Keshena, who was assigned to work in the Zoar area.

These workers received two weeks of training consisting of expanding their knowledge of various community services in this county as well as the surrounding area.

An initial Outreach training session was presented here by the Green Bay University Extension workers. They also attended sessions in Green Lake, Wisconsin, and Stevens Point, Wisconsin. These sessions were presented by the Fond du Lac Outreach C.A.P. Upon completion of training the workers profiled total of 443 families in Menominee County. While taking the profile, the worker visited with the family providing them with information on county resources, encouraging them to seek assistance if the Out-

Continued to page 8

OUTREACH PROGRAM

reach worker felt they needed it. This included medical or dental services, and appointments were then made and transportation was provided to them.

Many referrals were made to the State Employment Services for employment and training; Social Security Administration; Community Action Program; Neighborhood Youth Corps; Local Housing Authority; Farmers Home Administration.

Emphasis was also put on school problems. Workers encouraged parents to visit the schools and talk over the problems with the school counselors or with the CAP counselor Mr. Collins in the Keshena court house. The Outreach Staff of the C.A.P. program also assisted 21 parents and 40 students in visiting the Franklin School where the students and their parents were taken on a tour of the school and were given some basic orientation. The idea originated when some parents indicated that they and their children were interested in seeing the school before the children started in the fall.

Workers have also encouraged residents in the target group to either complete their high school education, receive training through the Wisconsin Technical Institute in Antigo or Green Bay. People who did not compete their high school education were also encouraged to attend the adult education classes in Shawano. These night classes were under the direction of Mr. Harry E. Lewis. Any adults 21 years of age or over could earn credits to complete their high school education.

There is a fee of $10.00 for each credit earned. Five dollars for non-credit. As of today there are nine adults from Menominee County who have earned their high school diploma through attending these night courses. Drop-outs were also encouraged to complete their high schooling by attending the High School Equivalency program which was being offered in Milwaukee or Madison. Students who have been out of school for one year are eligible to complete a course in Madison.

Upon completion of each profile, the information gathered on each family was given a card and tabulated with colored tabs. Each tab standing for a need which was indicated on the Master card. At the end of the month tabs are counted, giving indication as to the number of people needing jobs, adequate housing, training or medical or dental assistance. Other things some of the residents are lacking in is transportation, counseling, lack of participation in community affairs and a lack of recreational activities.

The Outreach workers have set up classes in Driver's Education here in Menominee County with Vista John Durrance as the acting Instructor. As a result of the Driver's Education classes 24 residents have been issued temporary driving permits, after completing the course and taking the written or oral test.

But for the final road test the residents must go into Shawano.

A recreation program was set up in South Branch for the youngsters in that area. The program was staffed by an Operation Mainstream employee, and four Neighborhood Youth Corps workers, with the Outreach worker acting primarily as a consultant and coordinator. Activities include indoor and outdoor sports, Arts and Crafts, and Library reading. Mrs. Lynn Skenadore, county librarian was on hand with books from the library in Keshena, which she transported to the South Branch area. Youngsters as well as adults were able to check out books for reading. This program provided employment for the high school students in that area, as well as recreation. This year the South Branch recreation program has been turned over to the Vista and to Harley Lyons Neighborhood Services Director.

A 4-H club was also established in the South Branch area through the joint efforts of the Outreach worker and the County Home Economics Agent. As a result members have participated in many activities, drama festival, fair, dress and foods reviews, plus money making activities to help reduce the cost of attending 4-H summer camp. Eight members will be attending Camp Bird this summer. One on a scholarship basis. One junior leader attended 4-H Congress in Chicago. One member presided as Junior Princess at the 1969 Menominee County Fair.

Five youngsters have been able to attend Girl Scout Camp Birch Trails in Merrill, Wisconsin. Thanks to the generosity of the Girl Scouts.

The Community Action Program has been receiving huge quantities of clothing donated by various organizations. A distribution outlet was set up in the Day Care basement, these articles were given out free of charge to families in need of clothing. The Community Action Program later employed Mrs. Lucy Delabreau to alter and mend some of the clothing. She later took over the business as self-employment. It is called the "Thrift Shop" which is now operated by Mrs. Marlene Deny of Keshena. The shop is now located upstairs in the Menominee Trails Building.

The Golden Agers Club was first originated in 1967 under the guidance of Mrs. Sally DeVay, a former Menominee County Vista. One of the Outreach workers, Helen Melotte, later took over duties as planner for each weekly meeting, after Mrs. DeVay completed her Vista assignment in our county. It now holds the tile of "Senior Citizens of Menominee County." There are twenty senior citizens who regularly attend these weekly get-togethers. A variety of recreational activities are scheduled and carried through by the Outreach staff. Harley Lyons, Neighborhood Community Services Director, was later assigned to supervise this program. The Outreach staff still provide transportation for anyone 55 years or older who is without transportation to attend these weekly get-togethers.

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Monday, July 20, 1970

GUESTS OF BUFFY ST MARIE

Mr. Harry Collins, CAP Counselor contacted the Rev. Jerry Thompson, Director of the Upward Bound Program at Ripon College, by telephone, regarding the recent trip taken by the students to the Rock Festival at Iola. The trip was held over the past weekend where 15,000 to 20,000 performers gathered.

Many parents from Menominee County were very concerned and asking, "Why were our children permitted to attend such doings at all?"

The parents must be informed that the students were special invited guests of Buffy St. Marie who is on the National Advisory Committee for Upward Bound. Buffy St. Marie had some one meet the Ripon buses at the gates. Miss St. Marie is the famous Indian folk singer seen on many television shows.

The students were sectioned off to one side and were not on the grounds with everyone else. Chaperones were with our children at all times.

Reverend Thompson thought this was a good educational experience for the boys and girls to see what the effect of drugs, and what the usuage of drugs can do to an individual.

Upon returning to college the counselors held discussions with the different students and wanted to hear what each student had to say on what they saw at the festival.

If each student had to pay their own admission it would have been $14.00 a seat.

CHILD DEVELOPMENT CENTER JULY 1970

The Child Development Center is under going a great face lifting. The long awaited remodeling of the center is now taking place. New bathrooms and classrooms are being made out of former storage areas. The play room in the basement is getting a new floor. The kitchen is being modernized and space is being better utilized.

While all of this work is being done, the children are enjoying many trips and picnics. This they really enjoy and we are sure they will be unhappy to see the summer end.

NONDAY, JULY 20, 1970

COUNSELOR'S CORNER

Help Wanted for Education Advisory Committee

By Harry Collins

In the process of individuals applying for jobs through the CAP office, we have noticed a number applications in which the applicant has not completed high school, or if he has completed high school, he has not continued his education, vocational or college. You are decreasing your chances of employment and are not in a competitive position for employment if you don't have the necessary education.

We feel that it is important for you to complete your schooling, be it high school, vocational school or college. We are encouraging you to contact us and let us help you complete your education so that you are prepared for the world of work.

I am looking for individuals in the county to serve on a Counselor's and Educational Advisory Committee, to help the Counselor's office to better serve the needs of the county. If you would be interested please contact Harry Collins CAP Counselor. Phone 799-3361.

WEDNESDAY, AUGUST 5, 1970

ARROWHEAD CLUB

The "Arrow Head Club" Summer School at St. Joseph's School in Keshena, closed on Friday, July 24th, with a Speech and Music presentation.

Each week during the six weeks session a prize of a book was awarded the student in each group with the highest number of points, gained thru participation in the program.

During Friday's program the student who had accrued the most points in each group for

ARROWHEAD CLUB

the session also received a prize In Group I, Junior High, the prize winner was Bridget La Rock; in Group II, intermediate section, Derrick Perez; Group III, primary division, Annette Warrington. William Perez received an award for reporting on the greatest number of books.

Art and Craft projects completed during the session, were on exhibit, and the guests who attended the program were invited to view them

During the fifth week of the summer session the members of the Club had concentrated on making posters which encouraged greater interest in books. These posters were on display and may now be seen at the Menominee County Library.

At the conclusion of the program the students modeled the costume of their favorite story book character. They then participated in the Story Book parade to the park in Keshena.

The Sisters of St. Joseph's, who conducted the reading enrichment program were: Sister Mary Janson; Sister Mary Amelia; Sister Catherine Edward of Keshena; Sister Mary Eustace of Sacred Heart School, Shawano; and Sister Agnes Bernard of St. Joseph's Academy in Green Bay. Guest speakers from the area also contributed to the program.

EDUCATIONAL COMMITTEE MEETS

The Menominee County Adult Education Advisory Committee met at the Neopit Community Center on Wednesday, July 29, at 7:00 p. m.

The purpose of this meeting was to identify the needs of the citizens of Menominee County for continuing educational programs for the 1970-71 school year.

This was for the North Central Vocational and Technical School with schools in Wausau and Antigo.

WEDNESDAY, AUGUST 6, 1970

PROJECT P.I.L.E.
By George Koons

New programs in reading, mathematics, and Menominee culture will begin this fall at Menominee County Schools as a result of work done during the summer.

From June 8 through July 3 more than a dozen persons met daily at the Keshena School to develop the programs for the first, second, and third grades. The workshop was sponsored by Project P.I.L.E., which is funded under Title III of the Elementary and Secondary Education Act.

Georgo Koons, project director, noted that the three programs are at different stages of completion But he said that all of them will be used extensively in the coming school year, the third and final year of the project.

All of the programs set a sytem of teaching into motion, he said, and the system can continue to expand and improve after the project comes to a close. The system emphasizes individual learning rather than group teaching.

Farthest along is the mathematics program. It names 140 mathematical tasks that every pupil should be able to do by fourth grade. It includes a "monitoring system" so that both teacher and pupil know exactly how many of these tasks the child can do at any given time. Boyd Simonson, Neopit, and Keshena School Principal, has been instrumental in setting up the monitoring system.

Under this plan, each child can go as fast or slow as he needs to. And the teacher can use a variety of lessons taken from 14 sets of textbooks and other sources.

In a different way, the Menominee culture program takes the child into account. In an introduction to the program, the committee wrote:

"If a child does not see his people represented in the school curriculum, which is alleged to give a comprehensive picture of American life he tends to doubt the worth of his own cultural background, or, at a later age, the worth of the curriculum.

"The Indian presence is uniquely significant in the history, character and culture of our nation. It should be equally significant in any curriculum that accurately reflects the American community."

Some 120 elements of Menominee culture were worked into 14 teaching units for the district program in social studies and science.

The third program deals with reading and communication skills. In general outline, it is similar to the mathematics program.

But it is not as far along because it was just started this summer. Development of the mathematics program got under way during the past school year.

The reading program includes listening, talking, and writing since these skills are all connected with one another. Weakness in one is likely to drag the child down in the others

Starting with data gathered over the last 2 years, this committee worked out a broad scheme of learning experiences, from muscle coordination to phonetics, comprehension and independent reading. Now it is ready with teacher packets to guide instruction in the coming year.

Committee members are: Mrs. Mildred Schmidt, Mrs. Karen Baker, Mrs. Dorothy Brandt, all Keshena school University of Wisconsin—Green Bay (Mathematics).

Carol Dodge, Keshena School; Sister Hilda, St Anthonys School Neopit; Mrs. Ruth Stuckey, Neopit School; and Dean O'Brian, UW-GB (Menominee culture).

Mrs. Judy Gosz and Mrs. Sandra Muck, Keshena School; Miss Sally Saeger, Neopit School; Richard Herlache, Cooperative Educational Service Agency 3; and Roland Belisle, director of curriculum and instructional units, Project P.I.L.E. (reading). Members of the community advisory committee and the School District central staff have attended reporting sessions at the Keshena School. Each week during the month, the curriculum committees reported their progress in an open meeting.

FRIDAY, AUGUST 21, 1970

EDUCATIONAL ADVISORY COMMITTEE MEETS

The Educational Advisory Committee for District 15 met at the Neopit Community Center on July 29, 1970 at 7:00 p.m. District No. 15 is the North Central Vocational and Technical Institute with schools in Wausau and Antigo.

The District 15 area coordinators and educational advisors present were: Mrs. Marie Blair, Antigo; Mr Myron Wandrey, Antigo; Mr. Alvin G. Klug, Wausau and Mr. Ron Schubert (Wausau.

These programs are the ones to be offered in Menominee County for the school year 1970-71. There would be a variety of programs such as: Weaving, starting Tuesdays at 9:00 to 12:00 a. m., and from 1:00 to 3:00 p. m. at Menominee Trails Building Keshena September 15; Upholstery, Tuesdays at 1:00 to 4:00 p. m. Rhoda House's former home (Keshena Falls) starting October 6.; Adult Basic Education Mondays and Tuesdays at 3:30 to 4:30 p.m. at St. Joseph's (Keshena) starting October 5; Shorthand, Thursday at 7:00 to 10:00 p.m. Community Center (Neopit) Starting October 8; Beginning Clothing, Thursday at 7:00 to 10:00 p.m. at Community Center (Neopit) starting October 8; English, (Adult High School for Credit), Monday at 7:00 to 9:00 p. m. St. Anthony's (Neopit- starting October 15 ; General Math (for high school credit) Monday at 7:00 to 9:00 p. m. starting October 15 ; Social Studies. (for high school credit) Mondays at 7:00 to 9:00 p.m. starting October 15 : Driver's Education (for high school credit) 7:00 to 10:00 a m. (St Anthony's) Neopit starting on October 15: Driver's Training (behind the wheel (varies): Adult Basic Education (varies) subjects); Small Business Operations will be offered if a teacher can come in from the Madison area to teach this subject; (this program would alternate Keshena and Neopit) October 5th would be the first session; Parliamentary Procedures will be taught on Thursdays from 7:00 to 9:00 at the Community Center starting on October 15th.

The advisors also told the people present at the meeting, that if people in Menominee County could be found to teach some of these subjects to the residents; these people could be paid about $5.38 per hour but they would be required to have knowledge and experience in the subject.

All classes offered would be free of charge, but would require a membership of ten members to a class.

Menominee County residents attending this educational meeting were: Mrs. John Munson; Mrs. Sarah Skubitz; Mrs. Frances Walker; Mrs. Lorene Pocan; Mrs. Christine Webster and Mr. and Mrs. Ray Kaaquatosh.

FRIDAY, AUGUST 21, 1970

RECORD TURNOUT HERE FOR SCHOOL BOARD ELECTIONS

Menominee County voters turned in an impressive 239 votes at the polls in Neopit in the recent July 27th school board elections. This number compared favorably with the 79 votes cast for Neopit for the same election last year. The large turn out was attributable in part to the fact that Menominee County had two of its own residents in the running. These two candidates were Mrs. Mary Louise Kenote and Mrs. Fanny LeMay of Keshena. Presumably interested in having additional representation on the District No. 8 school board the results showed that Menominee County strongly favored its own candidates. Mrs. Kenote, running to fill the remaining one year term of the late Olga Brenner, polled a noteworthy 545 votes to win the seat to which she had previously been appointed. She received 380 votes in Shawano, 65 in Gresham and 100 in Neopit, the three polling places open in District No. 8

Mrs. LeMay, on the other hand lost her bid for a three year term but nonetheless had a very good showing at Neopit in particular. Mrs. LeMay was running with five other candidates for three (3) year positions on the school board. She polled 196 votes at Neopit which along with 61 votes in Shawano and 22 in Gresham gave her a close fifth at 279 one vote behind John Apker with 280. As commonly occurs in local elections, the three open elections were won by the three incumbants returning to their seats by heavy support from their constituents in Shawano and Gresham. Those re-elected this year were Lee Hoffman, Everet Gueths and Don. Juers. The only candidate from outside the county to poll considerable votes at Neopit was Lee Hoffman of Gresham with 130 votes.

A number of conclusions can be drawn from the significantly increased voter turn-out in Menominee County this year. The most important of which is the desire of the citizens to have a voice in their own affairs. The school board is often an overlooked election. Lack of participation is common to it. People fail to realize the tremendous importance of having responsive, intelligent members on the Board to aid in directing the local schools to do their job of educating its students. The schools directly or indirectly effect every family in Menominee County. A child spends a great deal of his most important years in a school room. How that school room effects him and whether he is treated fairly and conscientiously can help determine the success of his adult life.

Therefore it can be nothing but a good sign to see the residents of Menominee County use their right to vote, to have a say in the running of their affairs. There are many, many more than 239 eligible voters in the county, but 239 is good, strong start! Perhaps this new enthusiasm will carry over to other elections both national and local. Potential voters are frequently heard to say, "But what does my vote matter?" Not voting, is the same as voting for the winner. By not opposing him you are helping him. In a county with as small a population as Menominee's this is especially true. In fact one vote can often make the difference between winners and loser County primaries and County elections are coming up. You make a choice. It is your right to vote for representatives sensitive to your needs.

THURSDAY, SEPTEMBER 17 1970

SCHOOL LUNCH PROGRAM

School lunches will again be supplied by Joint School District No. 8 for free or at reduced prices. to children whose parents are unable to pay the full price. The full price this year is $1.75 per weekly lunch ticket for the Senior High School students, and $1.50 per week for the grade school students and the Junior High School. The reduced rate would be $1.00 for the $1.75 ticket and 75 cents for the ones paying $1.50 per week.

Students attending the public schools in Menominee County can qualify for the free lunches by being evaluated by Miss Ann Brunner of the Keshena Public School Miss Brunner will pay a visit to the students home to visit the parents. She then would write an evaluation letter to Mr. Gruber,

SCHOOL LUNCH PROGRAM

Superintendent of Schools, who would approve the free lunches and write a letter of approval to Miss Brunner. She returns to the parents' home personally to notify them of the approval. Any other students from the other District 8 schools wishing to apply for free lunches, should have their parents fill out the lunch application form which can be gotten from the principal of your school. take it into the Department of Social Services for their certification and either take or mail the form to the District 8 Superintendents office.

To qualify for reduced rates on hot lunches a person's monthly wage scale must fall in one of these categories:

2 persons in family, $210.00 maximum; 3 persons in family, $260.00, maximum; 4 persons in family $310.00 maximum; 5 persons in family, $355.00 maximum; 6 persons in family. $401.00 maximum; 7 persons in family. $443.00 maximum; 8 persons in family. $485.00 maximum; 9 persons in family $522.00. maximum; 10 persons in family. $599.00 maximum.

If your income falls into one of these categories get an application form from your local school, and fill it out and return to the school. The principal of the local school will then approve or disapprove the application. This application for reduced lunches does not necessarily have to go to Mr. Gruber.

COUNSELOR'S CORNER
IS YOUR CHILD IN SCHOOL?

By Harry Collins

The school year has now started and we are concerned about the students getting off to a good start and do not fall behind in their studies. Unfortunately I have received calls from the schools with lists of students that have not yet started school. It is very important that your child not miss any school as everyday that he is out makes it harder for him to keep up with his class.

If yu see children that are not in school speak with them or their parents to encourage them to start as soon as possible.

If you know of students that are having problems in starting school please refer the names to the CAP Counselor. Lets get all the children in school that should be. Let's be able to drive around and see no children on the street that should be in school.

THURSDAY SEPTEMBER 24, 1970

NEW SCHOOL LUNCH REGULATIONS ISSUED

Also from Economic Opportunity Report

The Department of Agriculture has released new Federal regulations spelling out controls over local school authorities in qualifying needy children for free or token-priced school lunches. The new regulations, which became effective September 4, will require local authorities also to draw up formal eligibility standards which will have to be approved by state educational agencies and "publicly announced in the community," according to Assistant Secretary Richard Lyng. In addition, officials must send parents application forms so they can, if they desire, request special lunch aid for their children.

Local standards will be based on at least three mandatory criteria: family income, family size, and the number of children attending school or preschool day care centers. Schools will be required to offer free or token-priced lunches to any children whose family applications claim the youngsters are eligible, even in the officials believe the information is not accurate.

Lyng also noted that a second Federal rule dealng with school lunch eligibility will become mandatory on the first of next year. This will require all schools to use a Federal income poverty guideline in establishing standards for free lunch eligibility

All families of four with annual income under $3,720 will automatically be eligible

RESOURCE ROOM ST. ANTHONY'S, NEOPIT

Eighteen children have been enrolled in the special reading program in St. Anthony's School Sister Claretta and her aide, Mrs. Delabrue, direct this program.

Test results, individual evaluation of past performances, behavioral patterns, and teacher referrals were considered in selecting these children for special tutoring.

These students remain in ttheir own classrooms throughout the day. They transfer to the Resource Room for one or two hours daily depending upon their individual needs. In the Resource Room the children are guided in a special reading program geared to meet their individual abilities and disabilities. A significant fact that educators have gained from their study of the learning process is: "Children learn best when they are allowed to move at their own pace." These children move at their own pace. Sometimes they receive individual help and at other times they may cluster around a particular level and, therefore, be assembled at times for group instruction. Non-rigidity in structure is a dominant feature in ths individualized reading program.

A wide variety of teaching aids are available in the Resource Room. Among these are: Controlled Reader, Flash X, Tachistoscope Tape Recorder and tapes, Head Sets for use with the tape recorder, flannel board and materials, magnetic board and materials, puppets with teaching materials, class peg board, abacus for individual students, SRA, and other individual and group instructional materials.

THURSDAY, SEPTEMBER 24, 19[illegible]

TITLE III PROJECT PILE

It has always been easier to charge ahead with a ready-made, standardized reading program, getting through the books like clockwork, and losing quite a few children along the way.

It is much harder to ascertain the needs of children and then piece together a program that fits those needs. It may be harder, but it makes a little more sense to diagnose the needs before the program is prescribed. The hardest part is the beginning.

Project P.I.L.E. has already made a strong beginning in developing a Communicative Arts Program for the primary units in the Keshena and Neopit Public Schools. During the past summer, a project committee compiled an outline of communicative skills, behavioral objectives, learning outcomes, and a file of learning-resource pacs.

The most crucial fact about the Menominee County program is that it was based on the needs of Menominee County youngsters. The needs were determined from test results, which were analyzed during the first year of Project P.I.L.E., and through subsequent assessments by teachers.

With this diagnosis at hand, the five-member committee set out in June to build a "reading" program. The members were Mrs. Judy Gosz and Mrs. Sandra Muck, Keshena School Unit; Miss Sally Saeger, Neopit School Unit; Richard Herlache, a reading specialist from CESA III; and Roland Belisle, committee chairman.

Because reading is not an isolated skill, the scope of their work was expanded to embrace communicative arts", physical motor skills, perceptual motor skills, word attack, comprehension, independent reading, and language, both expressive and receptive.

Under each of these catagories, the committee identified a variety of specific essential skills, from "Rolling: the ability to roll one's body in a controlled manner" to "Grammar: the ability to incorporate correct grammatical useage in written self expression."

Unlike the individualized mathematics program developed under Project P.I.L.E., the communicative arts program is not arranged in strict, mandatory sequence. The sequence of communicative experiences is left largely to the teacher, who will base her decisions on her knowledge of the children and their unique mosaic of skills. An individualized record keeping system, used to codify some 200 learning abilities, will help her in this task.

For each of the 200 or so learning abilities identified in the outline, there is a learning-resource pac to which the teach-can turn for exercises, material, and instructional ideas. In making up the pacs, the committee drew from these sources: The Wisconsin Prototypic System (R & D Center, University of Wisconsin; The Instructional Objectives Exchange (ULCA); Commercial basal reading series (especially three of them); Materials already coded and cataloged in Keshena and Neopit; Instructional Material Centers; Teaching devices and strategies developed by individual teachers in the Keshena and Neopit Public Schools.

All this was necessary because the reading program that had been used in the schools wasn't succeeding well enough. It wasn't geared to the specific strengths and weaknesses of the children. And there was no existing program anywhere available that did fit the identified needs of the Menominee children.

So it wasn't a matter of buying a program or textbook series. It was a matter of making a program and gathering materials that fit the program.

Not easy. But then, the easy way didn't work.

October 26, 1970

LIBRARY NEWS

Parents are invited to stop in the Menominee County Library and bring the children to see the new program being offered to the people of the county

Mini-Masters Little Pictures for little people.

Framed full color small reproductions of classic and modern masters. They will provide an excellent basis for a loan program to children, students, and adults. The pictures have been chosen with young people in mind but are popular with all age groups.

The Mini-Masters will be on

Framed full color small re-

26th of October, at which time people may check them out.

Rules to be followed when when checking pictures out of the library.

1. All pictures will be checked out for thirty (30) days only.
2. No picture will be renewed
3. One picture per family.
4. Eech child wanting to check out a picture must have parents permission.
5. Any damages done to picture must be paid for.

SCHOLARSHIPS AWARDED

The Scholarship Committee met on October 15, 1970 at Neopit awarding four more students who are in school $75 00 scholarships. The students receiving the grants are: Sandy Dodge, Neopit, daughter of Mr. and Mrs. Robert Dodge; Joylyn Fish, Neopit, daughter of Mr. and Mrs. James Fish Sr.; Jerry Shawano, Neopit, son of Mr. and Mrs. Harry Shawano and Lisa Waukau, Keshena, daughter of Mrs. Dolores Boyd.

October 26, 1970

OUTREACH PROGRAM

The Outreach workers have been busy getting the information out to the men in the county regarding the job openings which were available with the United Parcel Service.

United Parcel Service employs men from 21 years and over if physically fit. Every applicant must have an Interstate Commerce Physical examination.

Hand bills are made by the Outreach staff and posted in all rural areas of the county and in public places in the community when job openings are available.

Mrs. Jennie Maskewit Outreach worker has been in contact with all rural residents living north of Neopit seeking signatures for Rural Mail Service Extension. If enough people are interested in having this convesience, it may be made possible in the near future, as many of the residents living in Zoar, do not have transportation to the Neopit post office, to pick up their mail, daily.

Many new applicants have also been contacted through the Outreach girls who are eligible to receive surplus commodities, but did not know they could qualify for receiving them, or because they had no transportation to travel to Keshena to pick them up. Therefore the Outreach girls then put them on the delivery list which is taken care of through Operation Mainstream.

Books were delivered by the staff to the Study Centers for reference use for the students using the centers. Incidntally all Study Centers opened in Menominee County on October 7, 1970.

The Outreach workers tried very hard to reach all adults in the county by visiting their homes to encourage them to attend evening classes. These clas ses are being offered in Menominee County, free of charge, through District 15, North Central Technical and Vocational School, Wausau-Antigo.

A variety of adult classes are in session or will be in session soon such as: Shorthand; Public Speaking; Small Business Operations; Parliamentary Procedure; and Adult Basic Education.

Adult Basic Education is being held from 3:30 to 4:30 p.m. at St. Anthony s School. Neopit being taught on Wednesdays by Sister Claretta and Sister Karlene. The classes for Keshena are held on Mondays in St. Joseph's School from 3:30 to 4:30 p. m. and are instructed by Sister Mary Socorro.

Outreach staff has only two girls on the program doing contact work. They are Mary Kequatosh and Jennie Maskewit, working under the supervision of Miss Ellen Elfner, Director of Outreach.

The other two Outreach girls have been shifted into Mr. Collin's program as Counselor Aides. They will be working directly through Mr. Harry Collins, CAP Counselor. They are Helen Melotte and Gloria Peters.

RESULTS IN LOSS OF: MENOMINEE PRINTS AND TWO OUTREACH POSITIONS

A reduction of OEO funds for Menominee County will result in our being unable to continue publication of the Menominee Prints Newsletter. The Community Action Program Governing Board in their meeting on October 7, 1970, decided in order to reach the new Cap funding level of $115,000 to suspesd publications of the Menominee Prints and also to eliminate two Outreach worker positions.

The CAP funding level for 1969-70 was $147,850 in federal share-monies. This year the CAP Board reduced its request to $135,000 but the Regional Office declared that only $115,000 would be granted to Menominee County, thus necessitating drastic cuts in Community Action Program operations. Before cutting back in programs or personnel, all monies for supplies, mileage, training and other administrative costs were reduced to bare minimum levels. Members of the CAP Governing Board also met with OEO Regional Office representatives Judith Greene, Chief Wisconsin Branch, and Tom Jackson on several occasions in an effort to get at least $20,000 restored to the CAP budget; but their efforts were unrewarded.

Regional Office stated that $115,000 was the maximum allowable amount which would be granted and several conflicting and diverse reasons were given for the Menominee County budget reduction in Regional monies, among them underspending by the agency, an overall reduction in Regional monies, and the non-availability of "one-shot" funds. Regional office denied any past responsibility for regular fiscal monitoring or spending guidance, and did state that the budget reduction was not based on credita of programs past or proposed or the established needs of Menominee County.

Letters to Congressional representatives Obey Reuss and LaFave including Senators Proxmire and Nelson requesting their help in getting needed CAP funds restored were sent, and although return letters isdicated their support of CAP's budget request, there has apparently been no consequent impact at the Regional level thus far in getting the funds increased.

Present plans are for two Outreach workers to move into General Services (Counseling) program, leaving the Outreach program with a reduced staff of two (2) local people. CAP will attempt to continue to print and and distribute a one page news letter in the future for Menominee County residents and do whatever it can to keep residents informed of local happenings and programs.

October 26, 1970

PROJECT P. I. L. E.

If you're lost in strange country, it helps to have a map. The next thing that helps a great deal is to know where you are on the map.

That, in simple terms, is the idea of the Individualized Mathematics Program developed in the past year under the School District 8-Menominee County Project P.I.L.E.

By specifying 140 mathematics competencies that every child in the program should master by the end of the 4th grade, the committee has provided a map. General assessment tests, along with evaluations made by teachers, locate each child on the map.

The general assessment tests were administered during the first two weeks of school this year. With the results of these tests and with evaluations made by teachers after classroom observation this month, unit teachers are grouping the children according to where they stand, irrespective of traditional grade lines.

That is children who are similarly situated in math skills will be grouped together so that a teacher can work with them where they are. For example some children might be lost in the area of borrowing and carrying while trying to subtract and add. A unit teacher would then "go to them" and help them out of that thicket.

To carry the analogy a step further, once the teacher has located a child on "the map of primary mathematics," she and the child both keep careful track of the child's progress so that the child is not lost again as he moves through the math program. The teacher will always know where the child is so that she can help him through.

This record-keeping system is the key to the continued operation of the program. When a child achieves one of the 140 competencies, demonstrated by passing a "criterion test," the teacher marks it down on her chart. Because she updates this chart (or unit mathematics Record) daily, she can at any time pin point the skills of her group. She can teach to those skills.

The child also records his success. In the early stages of his work he does it by coloring in a segment of a picture or in some cases by charting imaginary progress on as actual map (from one rapids to another on a map of the Wolf River, for example). Later he uses a more convential chart.

There is no fixed sequence, no mandatory route that all groups must follow to get thro the ("territory." Teachers rely on their knowledge of mathematics teaching methods and are guided by the structure of the adapted program of District Number 8.

They may also draw from a file of resouce folders assembled last summer by the Project P.I.L.E. committee. These folders, drawn from 13 or 14 published mathematics series, add substantially to the district program and the teacher's repertoire of teaching alternatives. Each folder contains edeas for activities and, often, a list of available games, transparencies or filmstrips. There is one folder for each of the 140 competencies. As the members of both the Keshena and Neopit School units use the materials, they will continue to revise, improve and refine them.

Primarily, the individualized math program is a "feedback mechanism, or an accounting system, according to Dennis Bryan the University of Wisconsin-Green Bay who was chairman of the Project P.I.L.E. math committee. (The other committee members were Mrs. Mildred Schmidt, Keshena School Unit Leader, Mrs. Karen Baker and Mrs. Dorothy Berndt, Keshena School unit teachers. Boyd Simonson, Principal of the Keshena and Neopit Public Schools has been instrumental in developing the monitoring system.)

There was nothing drastically wrong with the existant adapted program which, as Project Director George Koons emphasizes, "is not being replaced." It's just that there is no way to know precisely how each child was coming along with his math skills. Now there is a way.

Mr. Koons said, "the math material-like the other Project material, in communicative skills and Menominee culture is available to the other schools in the district, should their staffs wish to reproduce and use it in their programs."

SHORTHAND STUDENTS

Ten ladies from Menominee County have enrolled in the Shorthand classes being offered free of charge to adults, by North Central Technical and Vocational Institute District No. 15 Wausau-Antigo.

These classes are held on Thursday evenings from 7 to 10 p. m. at the Neopit Community Center, and are being taught by John Krueger of Antigo Vocational teaching staff.

Ladies taking the classes are: Lorraine Boivin; Mary Crowe; Shirley Daly; Joan Fish; Louise James; Arlette Mahl; Jennie Maskewit; Helen Notinokey; Edith Laverne Waupoose and Rosene Wescott.